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ABSTRACT

This document was designed and developed to supplement the "Mississippi Language Arts Framework 2000" and the Subject Area Testing Program (SATP) Teachers' Guide. This Intervention Guide is designed to help the teacher assess the progress of classes and individual students by assessment strand as reported in the SATP Class and SATP Student Reports. These reports are explained in a step-by-step manner in order to help give individual teachers, counselors, or administrators a means for determining a clear assessment of student performance. The Intervention Guide provides information regarding the structure of the English II Subject Area Test. A blueprint is correlated with the "Mississippi Language Arts Framework 2000." Strategies for taking the English II Subject Area Test are provided, as well as sample items for the multiple-choice test and writing assessment. Three appendixes contain the following: National Standards for English Language Arts; National Council of Teachers of English (NCTE) Position Statement on Reading; and a 26-item glossary of terms. (PM)

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ED 466 006

Instructional Intervention Guide
English II

2001

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Introduction

The Mississippi Language Arts Framework 2000 is designed to infuse the study of mechanics and grammar into a comprehensive study of language and literature. Students who successfully complete this course should be able to communicate effectively, to think creatively, and to solve problems. To ensure achievement of this goal, written and oral communication skills, listening skills, critical thinking skills, individual and cooperative learning strategies, research skills, reading skills, and their application through hands-on activities are emphasized throughout the teaching process. Students' responses should indicate progression from concrete to abstract thinking. The tenth grade language arts curriculum is designed to promote an appreciation of language and literature.

The tenth grade language arts curriculum consists of ten broad competencies. These competencies are required by the Mississippi State Board of Education to be taught to all students. The competencies are intentionally broad allowing school districts the flexibility to shape the curriculum to the needs of their students. The competencies combine the strands of reading, writing, speaking, listening, and viewing, emphasizing the integrated nature of language. Competencies provide a general guideline of ongoing instruction, not isolated units, activities, or skills. Competencies may be taught throughout the year in any order and may be combined with other competencies. The competencies are not ranked in order of importance. Competencies are not intended to be used as a listing of specific skills to be taught once and checked off as "mastered." Rather, the most effective lessons combine various competencies to meet the needs of individual learners.

Each competency is accompanied by a set of objectives. These objectives are suggested but are not mandated. Objectives indicate skills that enable fulfillment of competencies, describe competencies in greater detail, or promote the progression of concepts throughout the grades. Objectives should not be taught in isolation as discrete skills. Quality instructional activities can be designed to teach multiple competencies and objectives. Districts may choose to adopt the objectives, modify them, or write their own.

Teaching strategies in tenth grade language arts classrooms should foster the development of growing sophistication in the use of language. Good teaching strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem solvers and thinkers. Teachers are encouraged to choose strategies and literature for students' particular needs and according to their district policy.

This document was designed and developed to supplement the *Mississippi Language Arts Framework 2000* and the Subject Area Testing Program (SATP) Teachers' Guide. This Intervention Guide is designed to help the teacher assess the progress of classes and individual students by assessment strand as reported in the SATP Class and SATP

Student Reports. These reports are explained in a step-by-step manner in order to help give individual teachers, counselors, or administrators a means for determining a clear assessment of student performance.

The Intervention Guide provides information regarding the structure of the English II Subject Area Test. A blueprint for the English II Subject Area Test is included. The blueprint is correlated with the *Mississippi Language Arts Framework 2000*. Sample items for the multiple-choice test and writing assessment are included. Strategies for taking the English II Subject Area Test are also provided.

Section I

Interpreting the Mississippi

Subject Area Score Reports

Subject Area Test Reports

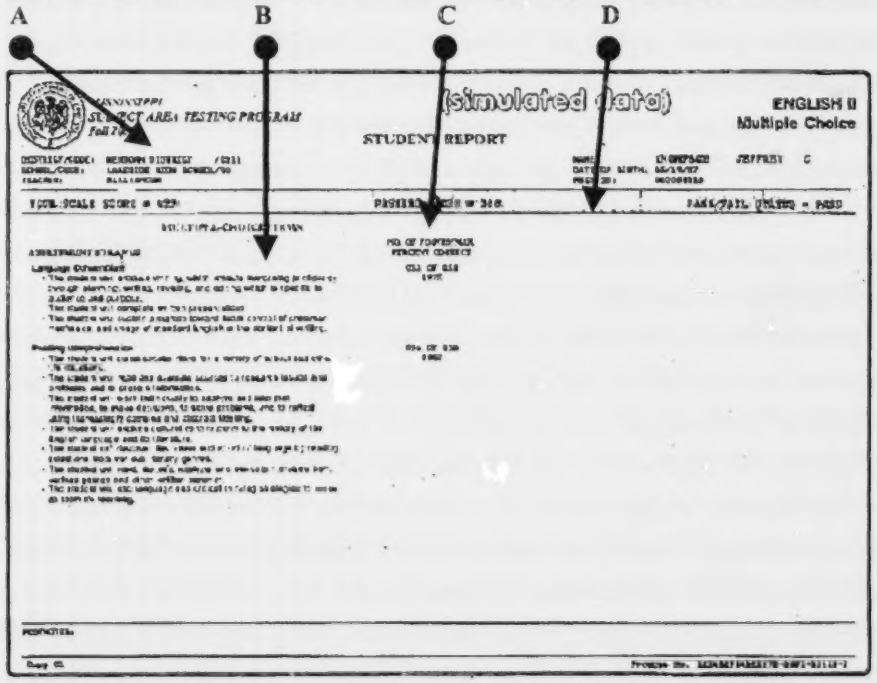
The English II Subject Area Test consists of two separately administered tests; therefore, two sets of test reports will be generated for each student. One set of reports will denote performance on the multiple-choice assessment for reading comprehension and language conventions. An additional set of reports will denote performance on the writing assessment.

English II Multiple-Choice Test Reports

The English II Mississippi Subject Area Test Student Report contains information on a student's performance on the English II Multiple-Choice Subject Area Test. The report is broken down into the two assessed areas:

1. Reading comprehension
2. Language conventions
   a. Mechanics
   b. Usage
   c. Sentence structure

The items marked "A" identify information relevant to the district, school, teacher, and student.
The items marked "B" identify information relevant to the assessment strand.
The items marked "C" identify the number of questions answered correctly, the number of questions pertaining to the assessment strand, and the percentage of correct responses in that assessment strand.
The section labeled "D" identifies the scale score, passing score, and pass/fail status.



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Student Performance Information

Refer to the Student Report diagram below.
There are three numbers next to each assessment strand.
The first set of numbers, "A," is the number of questions the student answered correctly.
The second set of numbers, "B," is the number of questions that were on the test related to that assessment strand. These numbers are found in the TEST BLUEPRINT.
The final set of numbers, "C," is the percentage of correct student responses for that strand.

Student Report Diagram

MULTIPLE-CHOICE ITEMS

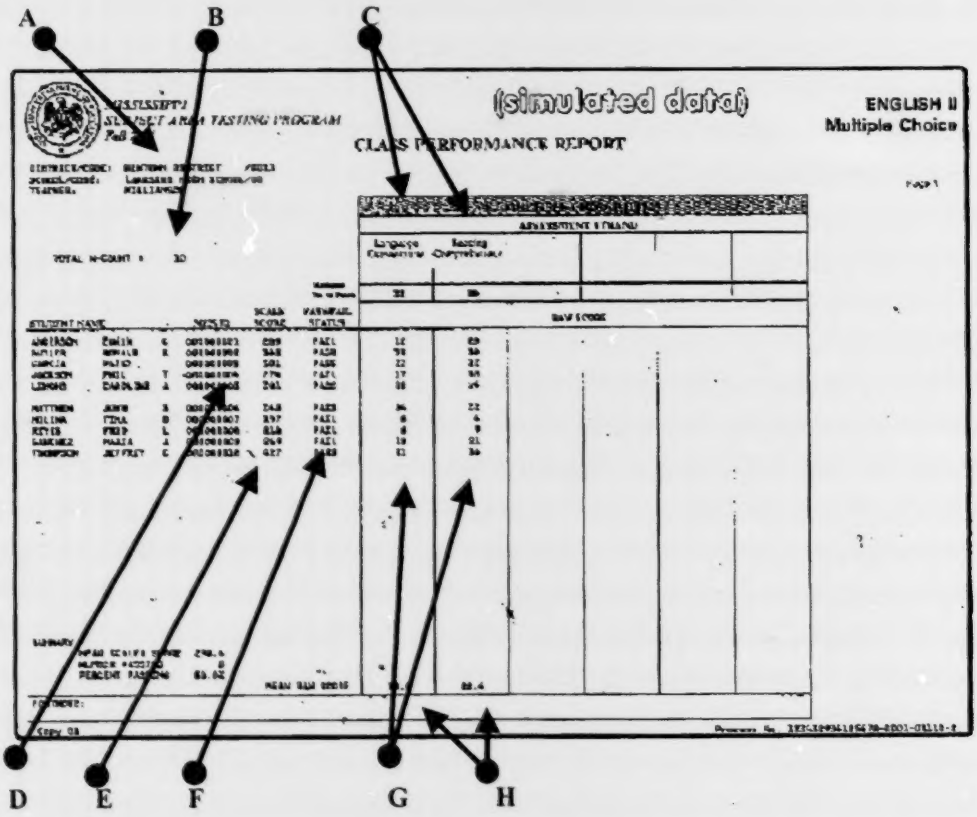
ASSESSMENT STRANDS	NO. OF POINTS/MAX PERCENT CORRECT
Language Conventions The student will produce writing, which reflects increasing proficiency through planning, writing, revising, and editing which is specific to audience and purpose. The student will complete oral and written presentations which exhibit interaction and consensus within a group. The student will sustain progress toward fluent control of standard English in the context of writing and speaking.	A B 031 OF 032 097% C

Class Performance Report

The items marked as "A" identify information relevant to the district and school.
The section labeled as "B" gives the total number of students who received scores.
The section labeled as "C" identifies the total number of points possible in each assessment strand.
The section labeled as "D" gives the list of the students taking the test by:

a. last name, first name, middle initial and
b. MSIS ID number

The column labeled as "E" gives each student's scale sore on the Subject Area Test. A scaled score of 300 or more is considered a passing score.
The column labeled as "F" gives each student's status on the Subject Area Test in terms of their passing or failing.
The columns labeled as "G" provide the number of points each student received in each assessment strand.
The numbers at the bottom of each assessment strand column labeled as "H" are the mean raw score, or the average number of correct responses, in a given strand.



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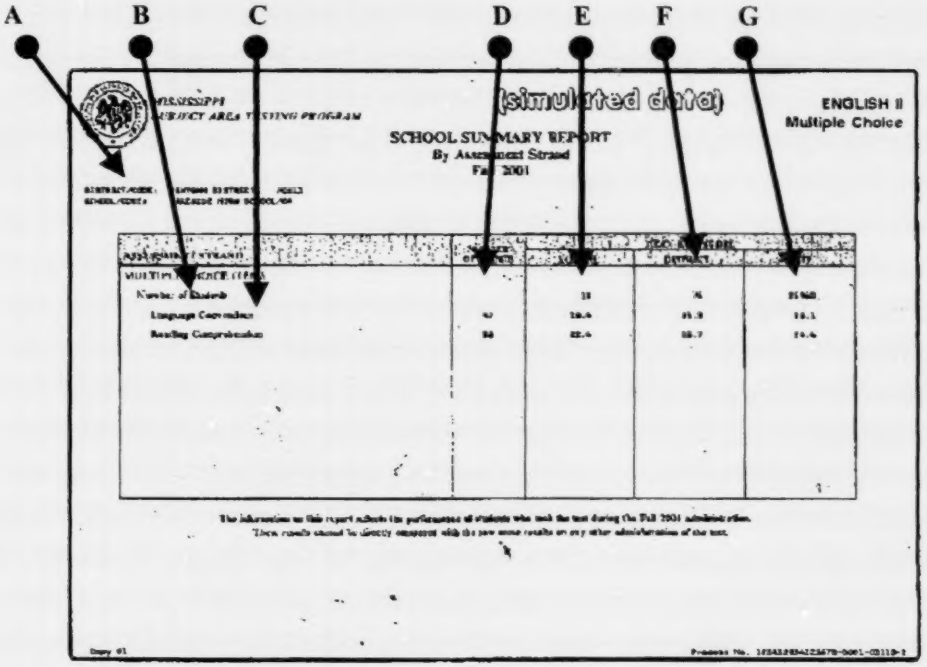
School Summary Report

The section labeled as "A" identifies the information relevant to the district and school.
The section labeled as "B" identifies the total number of students who received scores.
The section labeled as "C" identifies the assessment strand.
The column labeled as "D" identifies the number of possible points for each assessment strand.
The column labeled as "E" identifies the mean raw score for the school.
The column labeled as "F" identifies the mean raw score for the district.
The column labeled as "G" identifies the mean raw score for the state.



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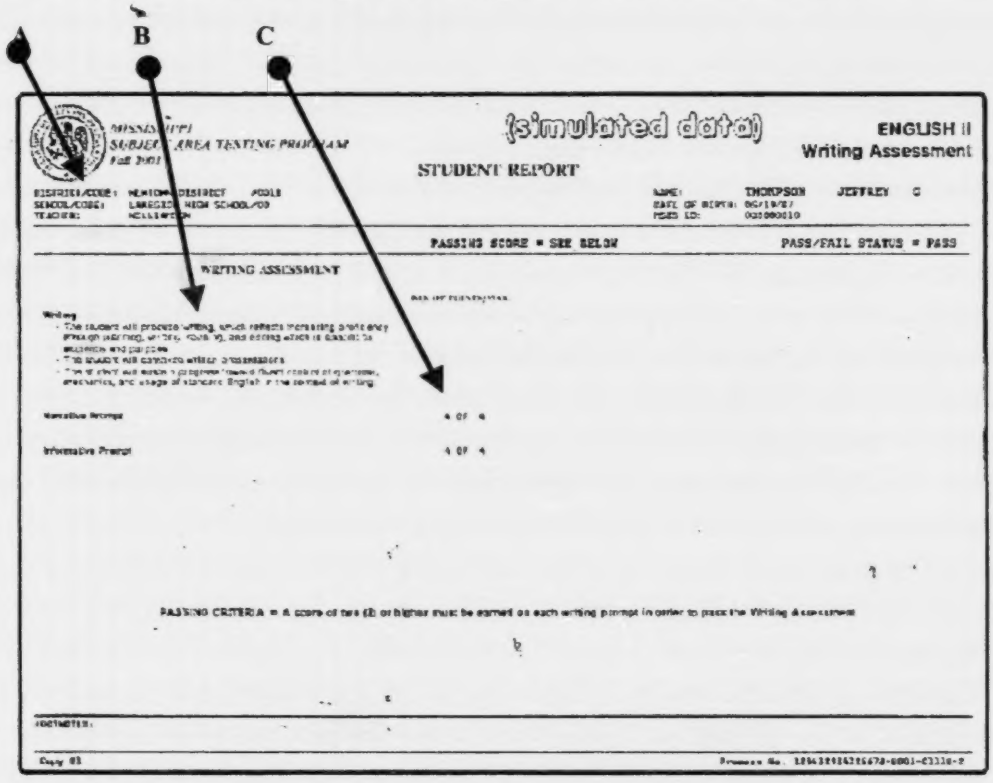
English II Writing Assessment Test Reports

The English II Mississippi Subject Area Test Student Report contains information on a student's performance on the English II Writing Assessment Test.
The items marked "A" identify information relevant to the district, school, teacher, and student.
The items marked "B" identify information relevant to the assessment strand and type of prompt.
The items marked "C" identify the number of points received for the writing response and the maximum number of points possible for each response. A score of two or higher must be earned on each writing prompt in order to pass the Writing Assessment.



Class Performance Report

The items marked as "A" identify information relevant to the district and school.
The section labeled as "B" gives the total number of students who received scores.
The section labeled as "C" identifies the total number of points possible in each assessment strand.
The section labeled as "D" gives the list of the students taking the test by:

c. last name, first name, middle initial and
d. MSIS ID number

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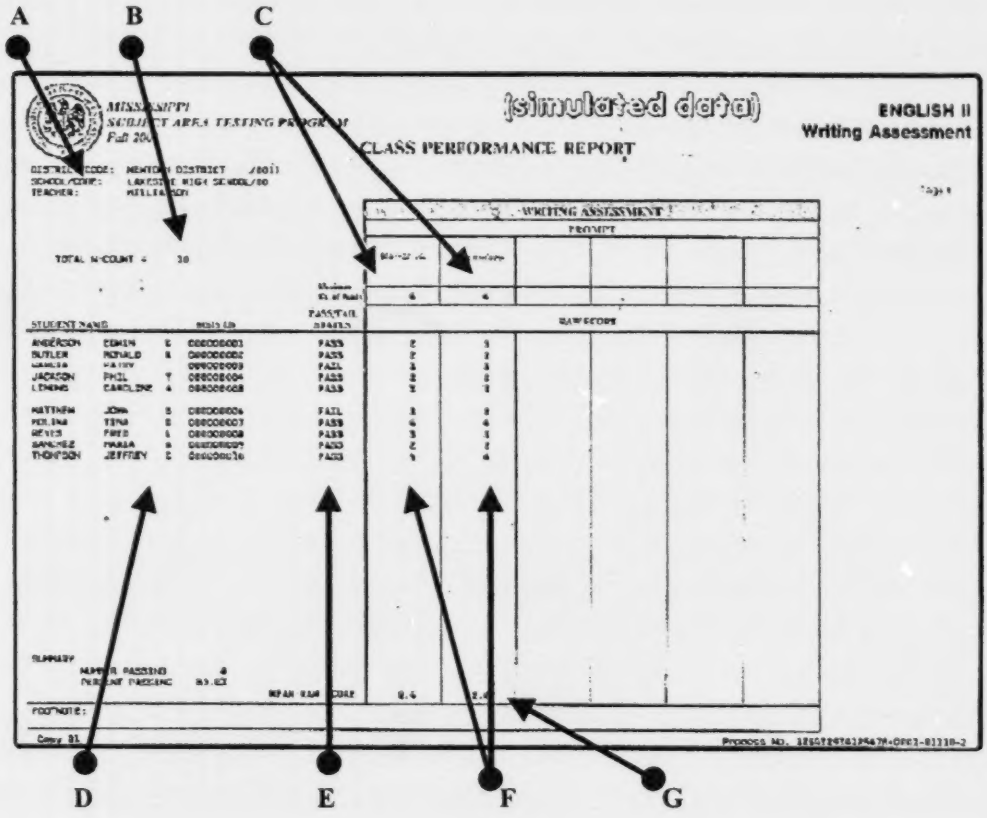
The column labeled as "E" gives each student's status on the Subject Area Test in terms of their passing or failing.
The columns labeled as "F" provide the number of points each student received in each assessment strand.
The numbers at the bottom of each assessment strand column labeled as "G" are the mean raw score, or the average number of correct responses, in a given strand.



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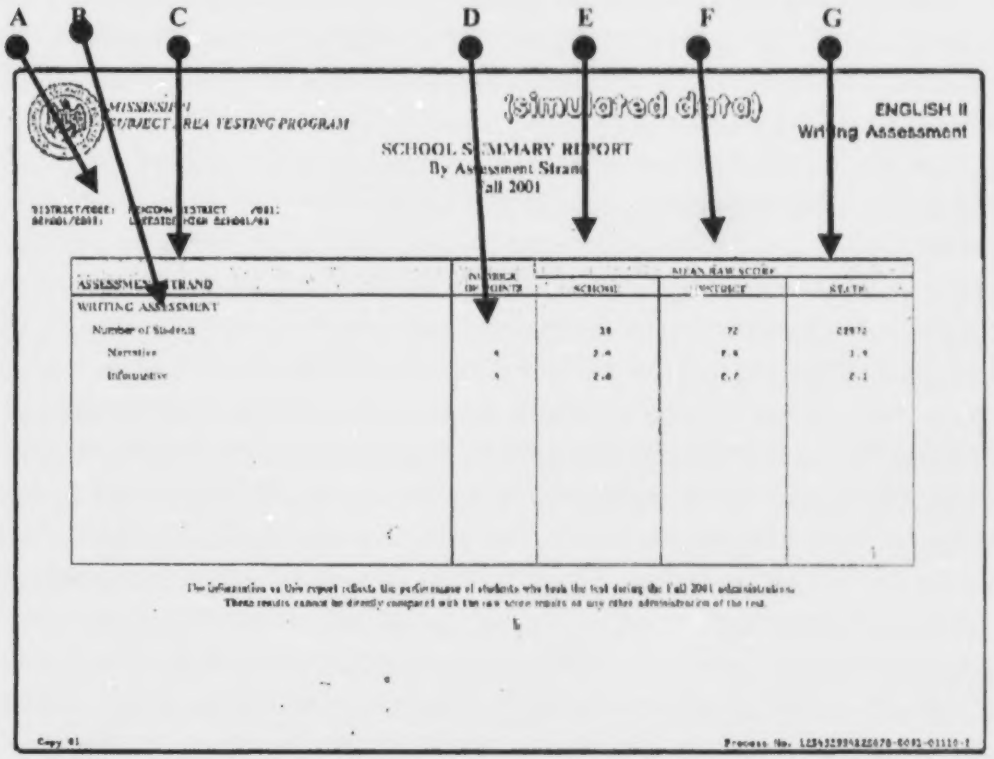
School Summary Report

The section labeled as "A" identifies the information relevant to the district and school.
The section labeled as "B" identifies the total number of students who received scores.
The section labeled as "C" identifies the assessment strand.
The column labeled as "D" identifies the number of possible points for each assessment strand.
The column labeled as "E" identifies the mean raw score for the school.
The column labeled as "F" identifies the mean raw score for the district.
The column labeled as "G" identifies the mean raw score for the state.



While test score reports provide scaled scores for each of the strands, it is the performance on each test that is of primary importance. Scores specifically reported by assessment strand are provided in order to give students, teachers, and administrators an idea of the student's relative strengths and weaknesses. It is important to remember that while the overall difficulty of the tests remains the same from one version of the test to the next, the difficulty in a particular strand may vary.

Students must receive a "passing" score on ***both*** the Multiple-Choice and Writing Assessments in order to fulfill the eligibility requirements for a high school diploma.

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Section II

Overview of the Mississippi Language Arts Framework and English II Curriculum

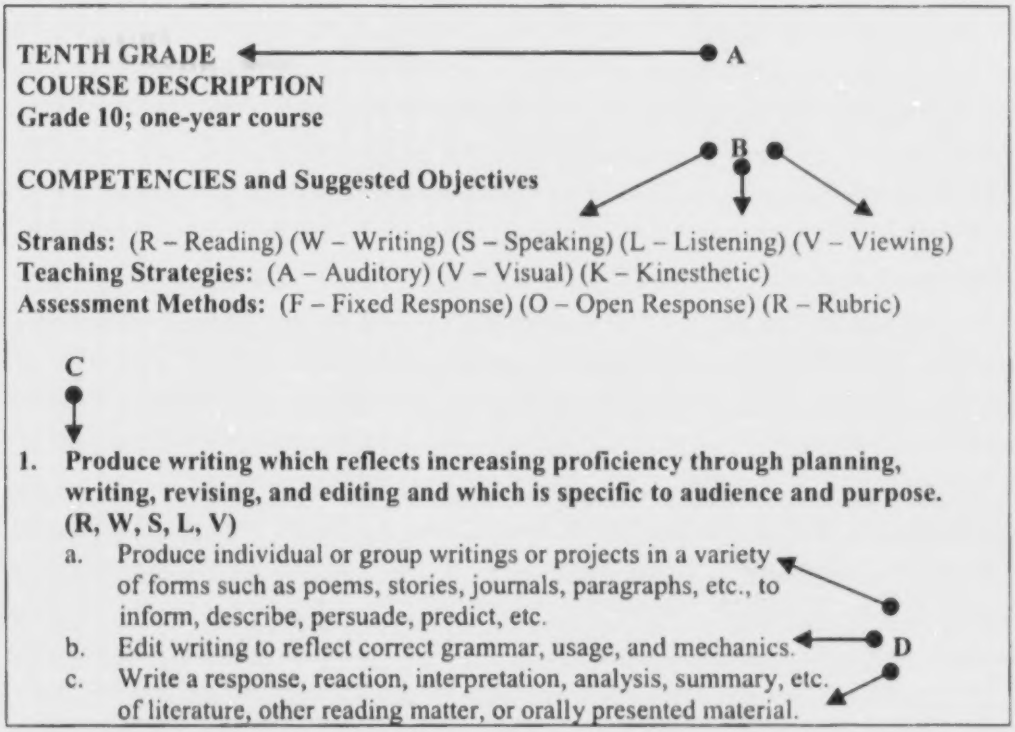
Organization of the Mississippi Language Arts Framework

The *Mississippi Language Arts Framework 2000* is organized by grade level with elective courses listed at the end of the document. A description of the purpose, focus, and an overview precede each individual grade level curriculum.

The *Mississippi Language Arts Framework 2000* format is described and outlined in the description and diagram below.

1. Item "A" denotes the ***course*** described.
2. Item "B" denotes the five area ***strands*** integrated into the course that is described. These strands include reading, writing, listening, speaking, and viewing.
3. Item "C" denotes the ***competencies***. The competencies represent the content required to be taught in each course. The competencies are intentionally broad to allow school districts the flexibility to shape the curriculum to the needs of their students. Competencies are not ranked in order of importance and may be taught throughout the year in any order and combined with other competencies.
4. Item "D" denotes the ***suggested teaching objectives***. The suggested objectives are not mandatory for teaching. Districts may adopt the objectives, modify them, or write their own.

Framework Diagram:


TENTH GRADE
A
COURSE DESCRIPTION
Grade 10; one-year course
B
COMPETENCIES and Suggested Objectives
Strands: (R – Reading) (W – Writing) (S – Speaking) (L – Listening) (V – Viewing)
Teaching Strategies: (A – Auditory) (V – Visual) (K – Kinesthetic)
Assessment Methods: (F – Fixed Response) (O – Open Response) (R – Rubric)
C
1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose. (R, W, S, L, V)
a. Produce individual or group writings or projects in a variety of forms such as poems, stories, journals, paragraphs, etc., to inform, describe, persuade, predict, etc.
b. Edit writing to reflect correct grammar, usage, and mechanics.
c. Write a response, reaction, interpretation, analysis, summary, etc. of literature, other reading matter, or orally presented material.
D

English II Teacher Survey

The following survey was developed by a group of Mississippi English II teachers. The Office of Student Assessment disseminated the survey to English II teachers statewide. The results from the surveys were used by the Test Development Committee in designing the English II Test Blueprint.

English II Competencies and Objectives Survey

To be completed by English II teachers only Directions: 1. For each of the competencies/skills listed below, circle "Yes" if the skill was taught in a previous grade. 2. Circle "Yes" if you teach the competency/skill in your classroom. 3. Circle 1, 2, or 3 to indicate the emphasis you believe the English II assessment should place on each competency/skill. 4. Return the questionnaire to your principal for mailing.	Was this competency/ skill taught in a previous grade? (Circle if Yes)	Do you teach this competency/ skill in your classroom? (Circle if Yes)	How much emphasis should the English II assessment place on this competency? (Circle one) 1=Little or no emphasis 2=Moderate emphasis 3=Strong emphasis
Competency #1 **Produce writing which reflects increasing proficiency through planning, writing, revising, and editing which is specific to audience and purpose.**			
1.a. Use a variety of planning techniques, such as brainstorming, outlining, webbing, or Venn diagramming	Yes	Yes	1 2 3
1.b. Define / Write a clear topic sentence / thesis statement	Yes	Yes	1 2 3
1.c. Define / Use transitional words and phrases to ensure coherence	Yes	Yes	1 2 3
1.d. Provide relevant supporting details to develop topic sentence / thesis statement	Yes	Yes	1 2 3
1.e. Define / Use a logical progression of ideas, such as spatial order, chronological order, or order of importance	Yes	Yes	1 2 3
1.f. Establish a clear sense of beginning, middle, and end in a piece of writing	Yes	Yes	1 2 3
1.g. Write on the assigned topic	Yes	Yes	1 2 3
1.h. Write using complete sentences	Yes	Yes	1 2 3
1.i. Use varied and appropriate sentence structure	Yes	Yes	1 2 3
1.j. Recognize errors in grammar, usage, and mechanics	Yes	Yes	1 2 3
1.k. Correct errors in grammar, usage, and mechanics	Yes	Yes	1 2 3
1.l. Write for a specific audience	Yes	Yes	1 2 3
1.m. Write for a specific purpose	Yes	Yes	1 2 3
1.n. Know / Use the proper format for business letters, memos, resumes, thank-you notes	Yes	Yes	1 2 3
1.o. Use vocabulary appropriate for piece of writing	Yes	Yes	1 2 3

Competency #2 **Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.**			
2.a Identify the main idea of a given piece of writing	Yes	Yes	1 2 3
2.b. Select details that support the main idea of a given piece of writing	Yes	Yes	1 2 3
2.c. Distinguish fact from opinion	Yes	Yes	1 2 3
2.d. Determine the author's purpose as an attempt to persuade, to inform, to entertain, to explain, to describe, to summarize, etc.	Yes	Yes	1 2 3
Competency #3 **Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.**			
3.a. Distinguish between fact and opinion	Yes	Yes	1 2 3
3.b. Recognize persuasive devices and techniques, such as loaded language, sarcasm, satire, and propaganda	Yes	Yes	1 2 3
3.c. Recognize a thesis statement	Yes	Yes	1 2 3
3.d. Write / Develop a thesis statement	Yes	Yes	1 2 3
3.e. Define / Identify chronological order, spatial order, and order of importance in a piece of writing	Yes	Yes	1 2 3
3.f. Define / Identify paragraphs as introductory, body, and concluding	Yes	Yes	1 2 3
3.g. Write introductory, body, and concluding paragraphs	Yes	Yes	1 2 3
3.h. Select appropriate references for locating specific information	Yes	Yes	1 2 3
Competency #4 **Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.**			
4.a. Define / Identify / Use point of view	Yes	Yes	1 2 3
4.b. Determine author's purpose	Yes	Yes	1 2 3
4.c. Write for a specific purpose	Yes	Yes	1 2 3
4.d. Distinguish between fact and opinion	Yes	Yes	1 2 3
4.e. Predict outcomes based on details from a given piece of writing	Yes	Yes	1 2 3
4.f. Define / Identify types of conflicts	Yes	Yes	1 2 3
4.g. Define / Identify resolutions	Yes	Yes	1 2 3
4.h. Determine cause and effect by examining details of a piece of writing	Yes	Yes	1 2 3
4.i. Compare things by recognizing likenesses	Yes	Yes	1 2 3
4.j. Contrast things by recognizing differences	Yes	Yes	1 2 3
4.k. Make inferences based on information presented in a piece of writing	Yes	Yes	1 2 3
4.l. Read and interpret charts and graphs for a specific purpose	Yes	Yes	1 2 3
4.m. Define / Identify figurative language, such as metaphors, similes, alliteration, personification, imagery, hyperbole, irony, symbolism, oxymorons, etc.	Yes	Yes	1 2 3
4.n. Define / Identify setting (both time and place)	Yes	Yes	1 2 3
4.o. Recognize use of setting	Yes	Yes	1 2 3

4.p. Define the terminology / Identify characters as major or minor, as flat or round, as static or dynamic, as protagonist or antagonist	Yes	Yes	1 2 3
4.q. Define / Identify characterization as direct or indirect	Yes	Yes	1 2 3
4.r. Define / Distinguish between stated and implied theme	Yes	Yes	1 2 3
4.s. Define / Determine tone from analysis of word choice (diction), setting, characterization, etc.	Yes	Yes	1 2 3
4.t. Follow directions	Yes	Yes	1 2 3
Competency #5 **Complete oral and written presentations which exhibit interaction and consensus within a group.**			
5.a. Identify the purpose of a project	Yes	Yes	1 2 3
5.b. Identify the appropriate audience for a piece of writing	Yes	Yes	1 2 3
5.c. Distinguish between fact and opinion	Yes	Yes	1 2 3
5.d. Define / Use first person and third person point of view in a piece of writing	Yes	Yes	1 2 3
5.e. Write in complete sentences	Yes	Yes	1 2 3
5.f. Use varied sentence structure, mostly compound and complex sentences	Yes	Yes	1 2 3
5.g. Write a coherent paragraph, letter, or essay, including an introduction, topic sentences, supporting details, and conclusion	Yes	Yes	1 2 3
5.h. Use correct spelling	Yes	Yes	1 2 3
5.i. Use appropriate vocabulary	Yes	Yes	1 2 3
5.j. Use the following correctly: subject-verb agreement, verb tenses, appropriate sentence structure, possessives, pronoun-antecedent agreement, pronoun case, plurals, punctuation, capitalization, parallel structure, and modifiers	Yes	Yes	1 2 3
Competency #6 **Explore cultural contributions to the history of the English language and its literature.**			
6.a. Define / Identify root words	Yes	Yes	1 2 3
6.b. Use root words to create new words	Yes	Yes	1 2 3
6.c. Define / Identify prefixes	Yes	Yes	1 2 3
6.d. Use prefixes to create new words	Yes	Yes	1 2 3
6.e. Define / Identify suffixes	Yes	Yes	1 2 3
6.f. Use suffixes to create new words	Yes	Yes	1 2 3
6.g. Identify cognates from other languages	Yes	Yes	1 2 3
6.h. Identify the social situation of a character by analysis of the character's use of language	Yes	Yes	1 2 3
6.i. Define / Characterize / Recognize the use of stereotypes	Yes	Yes	1 2 3
6.j. Identify cultural vocabulary	Yes	Yes	1 2 3
6.k. Use a dictionary to determine word derivation	Yes	Yes	1 2 3
6.l. Use a dictionary to determine appropriate meaning of an unfamiliar word by using context clues in a piece of writing	Yes	Yes	1 2 3

Competency #7 **Discover the power and effect of language by reading and listening to selections from various literary genres.**			
7.a. Define / Identify stylistic devices, such as alliteration, rhyme, assonance, onomatopoeia, word order, word choice (diction), etc.	Yes	Yes	1 2 3
7.b. Create stylistic devices, such as those listed above, within a piece of writing	Yes	Yes	1 2 3
7.c. Identify specific language used to confuse of inform, repel or persuade, inspire or enrage, etc.	Yes	Yes	1 2 3
7.d. Recognize the effect achieved by word choice (diction)	Yes	Yes	1 2 3
7.e. Distinguish between formal and informal styles of language	Yes	Yes	1 2 3
7.f. Determine an author's purpose through analysis of a piece of writing	Yes	Yes	1 2 3
7.g. Define / Distinguish between denotation and connotation	Yes	Yes	1 2 3
Competency #8 **Read, discuss, analyze, and evaluate literature from various genres and other written material.**			
8.a. Define / Identify the theme of a given piece of writing	Yes	Yes	1 2 3
8.b. Define / Recognize point of view (omniscient, first person, third person, limited, etc.) in a given piece of writing	Yes	Yes	1 2 3
8.c. Define / Recognize tone through analysis of author'' word choice (diction) in a given piece of writing	Yes	Yes	1 2 3
8.d. Define / Identify setting, determining when and where	Yes	Yes	1 2 3
8.e. Define / Identify conflict, internal conflict (man vs. himself), and external conflict (man vs. man, man vs. nature, man vs. society, and man vs. fate)	Yes	Yes	1 2 3
8.f. Define / Identify climax, technical climax, and dramatic climax in a given piece of writing	Yes	Yes	1 2 3
8.g. Know / Recognize the characteristics of various literary genres, such as the short story, novel, poetry, drama, fiction, and nonfiction	Yes	Yes	1 2 3
8.h. Recognize major and minor characters in a given piece of writing	Yes	Yes	1 2 3
Competency #9 **Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context for writing and speaking.**			
9.a. Provide the correct definition of an unfamiliar vocabulary word by analyzing context clues	Yes	Yes	1 2 3
9.b. Create complete sentences	Yes	Yes	1 2 3
9.c. Make subjects and verbs agree	Yes	Yes	1 2 3
9.d. Create the correct plural for a given noun	Yes	Yes	1 2 3
9.e. Identify incorrectly spelled grade-level words	Yes	Yes	1 2 3
9.f. Create correct forms of possessives	Yes	Yes	1 2 3
9.g. Use possessives correctly	Yes	Yes	1 2 3
9.h. Use correct verb forms / tenses	Yes	Yes	1 2 3
9.i. Vary sentence structure	Yes	Yes	1 2 3

9.j. Construct sentences using different patterns	Yes	Yes	1 2 3
9.k. Punctuate sentences correctly using commas in a series, in compound sentences, in complex sentences, with relative clauses, and with introductory phrases and clauses; using quotation marks; using semi-colons; using end marks; and using apostrophes	Yes	Yes	1 2 3
9.l. Capitalize words correctly	Yes	Yes	1 2 3
9.m. Use pronouns correctly	Yes	Yes	1 2 3
9.n. Use correct pronoun-antecedent agreement	Yes	Yes	1 2 3
9.o. Use prepositions correctly	Yes	Yes	1 2 3
9.p. Use conjunctions correctly	Yes	Yes	1 2 3
9.q. Use appropriate coordination and subordination	Yes	Yes	1 2 3
9.r. Define / Recognize / Correct errors in parallel structure	Yes	Yes	1 2 3
9.s. Define / Recognize / Correct dangling and misplaced modifiers	Yes	Yes	1 2 3
9.t. Recognize / Correct commonly confused words, for example, homophones	Yes	Yes	1 2 3
9.u. Use adjectives and adverbs correctly (good/well, etc.)	Yes	Yes	1 2 3
9.v. Use comparative and superlative degrees correctly	Yes	Yes	1 2 3
9.w. Demonstrate editing skills for skills 9.a. – 9.v. listed above	Yes	Yes	1 2 3
Competency #10 **Use language and critical thinking strategies to serve as tools for learning.**			
10.a. Interpret sensory imagery in a narrative passage	Yes	Yes	1 2 3
10.b. Choose the most concise wording for a sentence without changing the meaning.	Yes	Yes	1 2 3
10.c. Summarize an episode presented in a given piece of writing (by paraphrasing)	Yes	Yes	1 2 3
10.d. Identify specific language that reveals the author's purpose	Yes	Yes	1 2 3
10.e. Explain how the use of language in a selection affects reader response	Yes	Yes	1 2 3
10.f. Identify universal themes present in a given piece of writing	Yes	Yes	1 2 3
10.g. Explain how imagery in a given piece of writing reveals an author's purpose	Yes	Yes	1 2 3
10.h. Explain a personal reaction to a given piece of writing by examining specific passages from the writing	Yes	Yes	1 2 3

Subject Area Test Blueprint

The following blueprint identifies the three assessment strands that are tested in English II. Each strand has a specified number of questions that will appear on the English II Subject Area Test. In addition to the specified number of questions, the blueprint identifies the competencies from the *Mississippi Language Arts Framework 2000* that are aligned with each assessment strand.

Note: The English II Subject Area Test consists of two separately administered tests: English II Multiple-Choice and English II Writing. A student must receive a score of 300 in order to pass the multiple-choice test and a score of "2" on each of the written responses in order to pass the written assessment. Students must receive a passing score on ***both*** tests in order to meet high school graduation eligibility requirements.

Blueprint Tables

Assessment Strands Drawn from the Competencies	**Number of Multiple-Choice Items per Assessment Strand**	**Competencies with which the Assessment Strand is Aligned**
Assessment Strands	**Multiple-Choice Items**	**Competencies**
Reading Comprehension	38	2, 3, 4, 6, 7, 8, and 10
Language Conventions	32	1, 5, and 9

Number of Core (Scorable) Multiple-Choice Items	70
Number of Field-Test Multiple-Choice Items	15
Total Number of Multiple-Choice Items	85

Students' scores will be based on the 70 scored multiple-choice items. The remaining 15 items are field-test items and are embedded throughout the test. The number of field-test items may vary across all assessment strands. Field-test items are ***not*** included in the student's score.

Assessment Strand	**Number of Scored Responses**	**Competencies**
Writing	2	1,5, and 9

Number of Writing Prompts	4
Number of Core (Scorable) Writing Responses	2
Number of Field-Test Writing Prompts	0

Students will choose one of the two narrative prompts and one of the two informative prompts.

All test items on the Multiple-Choice and Writing Assessments were field-tested during the 2000 Test Item Validation.

Correlation of the Assessment Strands to the Language Arts Framework for English II

The English II Test is aligned with the *Mississippi Language Arts Framework 2000* for tenth grade. The chart below shows the relationship between the curriculum and the subject area test. The assessment strands (reporting categories of the test) are indicated with their corresponding competencies, descriptions of the competencies, and skill objectives. Due to the interrelated nature of language and writing, the language conventions and writing strands will overlap in many areas.

English II Multiple-Choice Subject Area Test

Assessment Strand	Tenth Grade Language Arts Framework Competencies with Suggested Objectives
Reading Comprehension	**2. Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.** a. The student will identify the main idea of a given piece of writing. b. The student will select details that support the main idea of a given piece of writing. c. The student will distinguish fact from opinion. d. The student will determine the author's purpose as an attempt to persuade, to inform, to entertain, to explain, to describe, to summarize, etc.
Reading Comprehension	**3. Read, evaluate, and use non-print and technological sources to research issues and problems, to present information, and to complete projects.** a. The student will distinguish between fact and opinion. b. The student will recognize persuasive devices and techniques, such as loaded language, sarcasm, satire, and propaganda. c. The student will recognize a thesis statement. d. The student will write and develop a thesis statement. e. The student will define and identify chronological order, spatial order, and order of importance in a piece of writing. f. The student will define and identify paragraphs as introductory, body, and concluding. g. The student will write introductory, body, and concluding paragraphs. h. The student will select appropriate references for locating specific information.

Reading Comprehension	**4. Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.** a. The student will define, identify, and use point of view. b. The student will determine the author's purpose. c. The student will write for a specific purpose. d. The student will distinguish between fact and opinion. e. The student will predict outcomes based on details from a given piece of writing. f. The student will define and identify types of conflicts. g. The student will define and identify resolutions. h. The student will determine cause and effect by examining details of a piece of writing. i. The student will compare things by recognizing similarities. j. The student will contrast things recognizing differences. k. The student will make inferences based on information presented in a piece of writing. l. The student will read and interpret charts and graphs for a specified purpose. m. The student will define and identify figurative language, such as metaphors, similes, alliteration, personification, imagery, hyperbole, irony, symbolism, oxymorons, etc. n. The student will define and identify setting (both time and place). o. The student will recognize use of setting. p. The student will define the terminology and identify characters as major or minor, as flat or round, as static or dynamic, as protagonist or antagonist. q. The student will define and identify characterization as direct or indirect. r. The student will define and distinguish between stated and implied themes. s. The student will define and determine tone from analysis of word choice (diction), setting, characterization, etc. t. The student will follow directions.

Reading Comprehension	**6. Explore cultural contributions to the history of the English language and its literature.** a. The student will define and identify root words. b. The student will use root words to create new words. c. The student will define and identify prefixes. d. The student will use prefixes to create new words. e. The student will define and identify suffixes. f. The student will use suffixes to create new words. g. The student will identify cognates from other languages. h. The student will identify the social situation of a character by analysis of the character's use of language. i. The student will define, characterize, and recognize the use of stereotypes. j. The student will identify cultural vocabulary. k. The student will use a dictionary to determine word derivation. l. The student will use a dictionary to determine appropriate meaning.
Reading Comprehension	**7. Discover the power and effect of language by reading and listening to selections from various literary genres.** a. The student will define and identify stylistic devices, such as alliteration, rhyme, assonance, onomatopoeia, word order, word choice (diction), etc. b. The student will create stylistic devices, such as those listed above, within a piece of writing. c. The student will identify specific language used to confuse or inform, repel or persuade, inspire or enrage, etc. d. The student will recognize the effect achieved by word choice (diction) in a given piece of writing. e. The student will distinguish between formal and informal styles of language. f. The student will determine an author's purpose through analysis of a piece of writing. g. The student will define and distinguish between denotation and connotation.
Reading Comprehension	**8. Read, discuss, analyze, and evaluate literature from various genres and other written material.** a. The student will define and identify the theme of a given piece of writing. b. The student will define and recognize the point of view (omniscient, first person, third person limited, etc.) in a

	given piece of writing. c. The student will define and recognize tone through analysis of author's word choice (diction) in a given piece of writing. d. The student will define and identify setting, determining when and where. e. The student will define and identify conflict, internal conflict (man vs. himself) and external conflict (man vs. man, man vs. nature, man vs. society, and man vs. fate). f. The student will define and identify climax, technical climax, and dramatic climax in a given piece of writing. g. The student will know and recognize the characters of various literary genres, such as the short story, novel, poetry, drama, fiction, and nonfiction. h. The student will recognize major and minor characters in a given piece of writing.
Reading Comprehension	**10. Use language and critical thinking strategies to serve as tools for learning.** a. The student will interpret sensory imagery in a narrative passage. b. The student will choose the most concise wording for a sentence without changing the meaning. c. The student will summarize an episode presented in a given piece of writing (by paraphrasing). d. The student will identify specific language that reveals the author's purpose. e. The student will explain how the use of language in a selection affects reader response. f. The student will identify universal themes present in a given piece of writing. g. The student will explain how imagery in a given piece of writing reveals an author's purpose. h. The student will explain a personal reaction to a given piece of writing by examining specific passages from the writing.
Language Conventions	**1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing which is specific to audience and purpose.** a. The student will use a variety of planning techniques, such as brainstorming, outlining, webbing, or Venn diagramming. b. The student will define and write a clear thesis statement and topic sentence. c. The student will define and use transitional words and phrases to ensure coherence. d. The student will provide relevant supporting details to develop a thesis statement and topic sentence.

	e. The student will define and use logical progression of ideas, such as spatial order, chronological order, or order of importance. f. The student will establish a clear sense of beginning, middle, and end in a piece of writing. g. The student will write on an assigned topic. h. The student will write using complete sentences. i. The student will use varied and appropriate sentence structure. j. The student will recognize errors in grammar, usage, and mechanics. k. The student will correct errors in grammar, usage, and mechanics. l. The student will write for a specific audience. m. The student will write for a specific purpose. n. The student will know and use the proper format for business letters, memos, resumes, thank-you notes, etc. o. The student will use vocabulary appropriate for a piece of writing.
Language Conventions	**5. Complete oral and written presentations which exhibit interaction and consensus within a group.** a. The student will identify the purpose of a project. b. The student will identify the appropriate audience for a piece of writing. c. The student will distinguish between fact and opinion. d. The student will define and use first person and third person point of view in a piece of writing. e. The student will write in complete sentences. f. The student will use varied sentence structure, mostly compound and complex sentences. g. The student will write a coherent paragraph, letter or essay, including an introduction, topic sentences, supporting details, and conclusion. h. The student will use correct spelling. i. The student will use appropriate vocabulary. j. The student will use the following correctly: subject-verb agreement, verb tenses, appropriate sentence structure, possessives, pronoun-antecedent agreement, pronoun case, plurals, punctuation, capitalization, parallel structure, and modifiers.
Language Conventions	**9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.** a. The student will provide the correct definition of an unfamiliar vocabulary word by analyzing context clues.

	b. The student will create complete sentences. c. The student will create the correct plural of a given noun. d. The student will make subjects and verbs agree. e. The student will identify incorrectly spelled grade-level words. f. The student will create correct forms of possessives. g. The student will use possessives correctly. h. The student will use correct verb forms and tenses. i. The student will vary sentence structure. j. The student will construct sentences using different patterns. k. The student will punctuate sentences correctly using commas in a series, in compound sentences, in complex sentences, with relative clauses, and with introductory phrases and clauses; using quotation marks; using semicolons; using end marks; and using apostrophes. l. The student will capitalize words correctly. m. The student will use pronouns correctly. n. The student will use correct pronoun-antecedent agreement. o. The student will use prepositions correctly. p. The student will use conjunctions correctly. q. The student will use appropriate coordination and subordination. r. The student will define, recognize, and correct errors in parallel structure. s. The student will define, recognize, and correct dangling and misplaced modifiers. t. The student will recognize and correct commonly confused words (homophones). u. The student will use adjectives and adverbs correctly (good/well, etc.) v. The student will use comparative and superlative degrees correctly. w. The student will demonstrate editing skill.

English II Writing Assessment

Writing	**1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing which is specific to audience and purpose.** a. The student will use a variety of planning techniques, such as brainstorming, outlining, webbing, or Venn diagramming. b. The student will define and write a clear thesis statement and topic sentence. c. The student will define and use transitional words and phrases to ensure coherence. d. The student will provide relevant supporting details to develop a thesis statement and topic sentence. e. The student will define and use logical progression of ideas, such as spatial order, chronological order, or order of importance. f. The student will establish a clear sense of beginning, middle, and end in a piece of writing. g. The student will write on an assigned topic. h. The student will write using complete sentences. i. The student will use varied and appropriate sentence structure. j. The student will recognize errors in grammar, usage, and mechanics. k. The student will correct errors in grammar, usage, and mechanics. l. The student will write for a specific audience. m. The student will write for a specific purpose. n. The student will know and use the proper format for business letters, memos, resumes, thank-you notes, etc. o. The student will use vocabulary appropriate for a piece of writing.
Writing	**5. Complete oral and written presentations which exhibit interaction and consensus within a group.** a. The student will identify the purpose of a project. b. The student will identify the appropriate audience for a piece of writing. c. The student will distinguish between fact and opinion. d. The student will define and use first person and third person point of view in a piece of writing. e. The student will write in complete sentences. f. The student will use varied sentence structure, mostly compound and complex sentences. g. The student will write a coherent paragraph, letter or essay, including an introduction, topic sentences, supporting details, and conclusion.

	h. The student will use correct spelling. i. The student will use appropriate vocabulary. j. The student will use the following correctly: subject-verb agreement, verb tenses, appropriate sentence structure, possessives, pronoun-antecedent agreement, pronoun case, plurals, punctuation, capitalization, parallel structure, and modifiers.
Writing	**9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.** a. The student will provide the correct definition of an unfamiliar vocabulary word by analyzing context clues. b. The student will create complete sentences. c. The student will create the correct plural of a given noun. d. The student will make subjects and verbs agree. e. The student will identify incorrectly spelled grade-level words. f. The student will create correct forms of possessives. g. The student will use possessives correctly. h. The student will use correct verb forms and tenses. i. The student will vary sentence structure. j. The student will construct sentences using different patterns. k. The student will punctuate sentences correctly using commas in a series, in compound sentences, in complex sentences, with relative clauses, and with introductory phrases and clauses; using quotation marks; using semicolons; using end marks; and using apostrophes. l. The student will capitalize words correctly. m. The student will use pronouns correctly. n. The student will use correct pronoun-antecedent agreement. o. The student will use prepositions correctly. p. The student will use conjunctions correctly. q. The student will use appropriate coordination and subordination. r. The student will define, recognize, and correct errors in parallel structure. s. The student will define, recognize, and correct dangling and misplaced modifiers. t. The student will recognize and correct commonly confused words (homophones). u. The student will use adjectives and adverbs correctly (good/well, etc.) v. The student will use comparative and superlative degrees correctly. w. The student will demonstrate editing skill.

Tenth Grade Curriculum

TENTH GRADE
COURSE DESCRIPTION
Grade 10; one-year course

The curriculum for Grade 10 describes in general terms what students are expected to know and be able to do throughout the year to become more adept language users. Tenth Grade Language Arts is designed to infuse the study of mechanics and grammar into a comprehensive study of language and literature. Students who complete this course should be able to communicate effectively, to think creatively, and to solve problems. To ensure achievement of this goal, written and oral communication skills, listening skills, critical thinking skills, individual and cooperative learning strategies, research skills, reading skills, and their application through hands-on activities are emphasized throughout the teaching process. Students' responses should show progression from concrete to abstract thinking. This curriculum is designed to promote an appreciation of language and literature.

The competencies are the part of the document that is required to be taught by the Mississippi State Board of Education. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy stated on pages 10-15 of the *Mississippi Language Arts Framework 2000*. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list, nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice which foster the development of growing sophistication in the use of language. Instructionally sound teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature mentioned are also for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy.

COMPETENCIES and Suggested Objectives

Strands: (R – Reading) (W – Writing) (S – Speaking) (L – Listening) (V – Viewing)
Teaching Strategies: (A – Auditory) (V – Visual) (K – Kinesthetic)
Assessment Methods: (F – Fixed Response) (O – Open-ended Response) (R – Rubric)

1. **Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose. (R, W, S, L, V)**

a. Produce individual and/or group compositions and/or projects to persuade, tell a story, describe, create an effect, explain or justify an action or event, inform, entertain, etc.

b. Produce writing typically used in the workplace such as social, business, and technical correspondence; explanation of procedures; status reports; research findings; narratives for graphs; justification of decisions, actions, or expenses; etc.

c. Write a response, reaction, interpretation, analysis, summary, etc., of literature, other reading matter, or orally presented material.

d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.

Suggested Teaching Strategies:

- *Students will write and revise multiple paragraphs and essays exploring personal experiences and beliefs or analyzing various aspects of a literary work. (A, V, K)*
- *Students will write thank-you letters, business letters, memos, and resumes for a particular purpose. (V, K)*
- *Students will work with a group to write newspapers based upon a particular literary work. For example, the newspaper might be based upon the novel The Scarlet Letter or any grade-appropriate book. (A, V, K)*
- *Students will work with a group to write and illustrate a children's book. They will read it to children in an elementary classroom. (A, V, K)*
- *Students will work with a group to publish a book of the class's best poetry, short stories, and essays. Student writing may be taken from portfolios for this project. (A, V, K)*

Suggested Assessment Methods:

- *The teacher and the students will create rubrics for assessment. (R)*
- *Students will place writing samples in portfolios for self-assessment and/or teacher assessment throughout the year. (R)*

2. Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud. (L, S, R)

a. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine a speaker's purpose or bias.

b. Speak with appropriate intonation, articulation, gestures, and facial expression.

c. Speak effectively to explain and justify ideas to peers, to inform, to summarize, to persuade, to entertain, to describe, etc.

Suggested Teaching Strategies:

- *Students will debate a current controversial issue after thorough research. (A, V, K)*
- *Students will give speeches addressing current issues or problems. (A, K)*
- *Students will create videos based upon school issues or problems. (A, V, K)*

Suggested Assessment Methods:

- *The teacher and the students will create a rubric for assessment. (R)*

3. Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects. (R, W, S, L, V)

a. Read, view, and listen to distinguish fact from opinions and to recognize persuasive and manipulative techniques.

b. Access both print and non-print sources to produce an I-Search paper, research paper, or project.

c. Use computers and audio-visual technology to access and organize information for purposes such as resumes, career search projects, and analytical writings, etc.

d. Use reference sources, indices, electronic card catalog, and appropriate research procedures to gather and synthesize information.

Suggested Teaching Strategies:

- *Students will use interviews, computer-assisted searches, and print sources to research a possible career goal. (A, V, K)*

Suggested Assessment Methods: (F, O, R)

4. Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking. (R, W, S, L, V)

a. Interact with peers to examine real world and literary issues and ideas.

b. Show growth in critical thinking, leadership skills, consensus building, and self-confidence by assuming a role in a group, negotiating compromise, and reflecting on individual or group work.

Suggested Teaching Strategies:

- *Students will work in teams to create posters that illustrate a poem. The teams will then give oral presentations to the class and explain the poem. (A, V, K)*
- *Students will work in teams to create murals that illustrate a literary work (e.g., the three acts of Our Town). The teams will then give oral presentations. (A, V, K)*
- *Students will work in teams to plan trips to specific locations. The teams should research the routes and the history of the areas, and plan daily itineraries. (The teacher might work with a history class on this project.) (A, V, K)*

Suggested Assessment Methods:

- *The teacher will design a rubric for assessment. (R)*

5. Complete oral and written presentations which exhibit interaction and consensus within a group. (R, W, S, L, V)

a. Share, critique, and evaluate works in progress and completed works through a process approach.

b. Communicate effectively in a group to present completed projects and/or compositions.

c. Edit oral and written presentations to reflect correct grammar, usage, and mechanics.

Suggested Teaching Strategies:

- *Students will meet in peer response groups to give oral feedback on the content of first drafts. The teacher will monitor the entire process: prewriting, writing, responding to content, revision, rewriting, and editing. (A, V, K)*
- *Students will publish completed works: bulletin board displays, competition (such as MCTE Celebration of Young Writers), books, pamphlets, and oral presentations to other classes, civic groups, nursing homes, etc.). (V, A)*

Suggested Assessment Methods: (F, O, R)

6. Explore cultural contributions to the history of the English language and its

literature. (R, W, S, L, V)

a. Explore a variety of works from various historical periods, geographical locations, and cultures, recognizing their influence on language and literature.

b. Identify instances of dialectal differences which create stereotypes, perceptions, and identities.

c. Recognize root words, prefixes, suffixes, and cognates.

d. Relate how vocabulary and spelling have changed over time.

Suggested Teaching Strategies:

- *During the reading of a particular selection, students will discuss the etymology and evolution of certain words in the work. (V, A)*

Suggested Assessment Methods: (F, O, R)

7. Discover the power and effect of language by reading and listening to selections from various literary genres. (R, W, S, L, V)

a. Listen to and read aloud selected works to recognize and respond to the rhythm and power of language to convey a message.

b. Read aloud with fluency and expression.

c. Analyze the stylistic devices, such as alliteration, assonance, word order, rhyme, onomatopoeia, etc. that make a passage achieve a certain effect.

d. Demonstrate how the use of language can confuse or inform, repel or persuade, or inspire or enrage.

e. Analyze how grammatical structure or style helps to create a certain effect.

Suggested Assessment Methods: (F, O, R)

8. Read, discuss, analyze, and evaluate literature from various genres and other written material. (R, W, S, L, V)

a. Read and explore increasingly complete works, both classic and contemporary, for oral discussion and written analysis.

b. Read, discuss, and interpret literature to make connections to life.

c. Read from a variety of genres to understand how the literary elements contribute to the overall quality of the work.

d. Identify qualities in increasingly complex literature that have produced a lasting impact on society.

e. Read for enjoyment, appreciation, and comprehension of plot, style, vocabulary, etc.

Suggested Teaching Strategies:

- *Students will read works of literature and create original book jackets for the works. They will create illustrations for the covers of the book jackets, write blurbs, and write biographies of the authors. (A, V, K)*

Suggested Assessment Methods:

- *The teacher will create a rubric for assessment. (R)*

9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)

a. Infuse the study of grammar and vocabulary into written and oral communication.

b. Demonstrate, in the context of their own writing, proficient use of the conventions of standard English, including, but not limited to, the following: complete sentences, subject-verb agreement, plurals, spellings, homophones, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, parallel structure, and dangling and misplaced modifiers.

c. Give oral presentations to reinforce the use of standard English.

d. Employ increasingly proficient editing skills to identify and solve problems in grammar, usage, and structure.

Suggested Assessment Methods: (F, O, R)

10. Use language and critical thinking strategies to serve as tools for learning. (R, W, S, L, V)

a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.

b. Interpret visual material orally and in writing.

Suggested Teaching Strategies:

- *Students will create a survey of local or area businesses to identify important qualities for prospective employees. After surveys are returned, students will analyze and synthesize data to report results to participating businesses. (K, V, A)*
- *Students will create pamphlets identifying community assets and opportunities to be distributed to new students. (Language classes may work with business or computer classes on this project.) (K, V)*

Suggested Assessment Methods: (F, O, R)

Integrated Suggested Teaching Strategies:

- *The teacher will provide thematic units that emphasize competencies that all students should know. Themes might include Choosing a Career, The Comic Spirit, The Voice of the South, The Thirties, The Sixties, Love Found, Love Lost, Heroes, Growing Up, Belonging to Groups, Leisure, Who Am I, Remembering People, Mississippi, Music, Getting Along, Nature, Miscommunication, Conflict, Change, Problem-Solving, Resource Management, Interpersonal Skills, Acquiring and Using Information, Understanding Complex Systems, Technology, Thinking Skills, Personal Qualities, etc. (A, V, K)*
  A thematic unit ties reading and writing opportunities to a particular theme. Themes may continue for any length of time the teacher chooses.

Section III

Suggested Testing Strategies

The English II Subject Area Test measures knowledge of reading comprehension, language conventions, and effective writing skills according to the competencies found in the *Mississippi Language Arts Framework 2000*. The assessment consists of two separately administered tests: English II Multiple-Choice and English II Writing.

The multiple-choice test contains items that measure the two assessment strands addressing reading comprehension and language conventions. The eighty-five passage-based, multiple-choice items are divided into two sections: Reading Comprehension and Language Conventions. The Language Conventions section of the test is further divided into three sub-sections: Mechanics, Usage, and Sentence Structure.

Multiple-Choice Items

For the Student:

- **Read everything carefully.**
  All test questions require careful reading of the directions and the item stem, analysis of what the question is asking, and attention to each of the four answer choices.

- **Consider every answer choice.**
  All multiple-choice test questions will have four alternative answer choices. Students must choose, from the four alternatives, the answer that best addresses the question. Some of the alternatives (distracters) will look attractive because they include an irrelevant detail, a common misconception, or information that has been incorrectly applied. There will be one correct answer per question.

- **Spend test time wisely.**
  Many tests are arranged so that the easiest items are first and the hardest items are last. The Mississippi Subject Area Tests are not arranged in that way. Questions are randomly arranged to cover appropriate competencies throughout the test. Students should work at a comfortable pace. Although this test is not timed, it is a good idea to move past a difficult question to an easier question and return to the difficult question later. All test questions should be answered. A question that is not answered will be scored as an incorrect answer.
- **Check all work carefully.**
  Students should check all work carefully. Carelessness can often cause students to mark answers incorrectly. Students should read each question, read each answer choice, and choose the best answer. It is also possible to make a mistake when transferring the correct answer to the answer booklet. Students should ask themselves two questions: "Am I on the right question number in the right section of the test?" and "Is this the answer I meant to mark?"

For the Teacher:

- Be sure your district's curriculum in tenth grade English is aligned with the competencies found in the *Mississippi Language Arts Framework 2000.*
- Carefully plan the sequence of topics to ensure that major concepts are introduced prior to the test date each year.
- Present each concept in multiple ways making sure that various learning styles are represented.
- Revisit major concepts throughout the year.
- Work with history, mathematics, and biology teachers on students' reading and writing skills.
- Plan challenging instruction using a variety of resources. There is no perfect textbook that "covers" all of the competencies found in the *Mississippi Language Arts Framework 2000.* Teachers should supplement the textbook with appropriate activities.
- Create a test item bank of questions that encourage higher-level thinking. Incorporate practice test items and sample test items in weekly quizzes and tests.
- Review major concepts and test-taking strategies prior to the test.

Considerations for Writing Multiple-Choice Questions

Exposure to a variety of types of multiple-choice questions is crucial to any student's success on the English II Subject Area Test. There are numerous considerations that should be made when constructing or choosing multiple-choice questions.

1. With respect to the item as a whole, the teacher should consider whether or not:
   a. The item tests knowledge of a skill that is worthwhile and appropriate for all students.
   b. The item is the best means of measuring the skill the item intends to test.
   c. The item is within the appropriate range of difficulty for the intended student population.

2. With respect to the stem, the teacher should consider whether the item:
   a. Poses a clearly defined problem or task.
   b. Contains only necessary information.
   c. Can be worded more clearly or concisely.

3. With respect to the options, the teacher should consider whether or not:
   a. They are reasonably parallel in structure.
   b. They fit logically and grammatically with the stem.
   c. They can be worded more clearly and concisely.
   d. They are so inclusive that they logically eliminate another more restricted option from being the unique key.

There are numerous considerations that should be made when using multiple-choice tests written by others.

4. With respect to the key (best answer), the teacher should determine:
   a. Which option the teacher thinks is intended to be the correct answer. (In cases where the item writers have actually marked the key, verify that that this answer choice agrees with the teacher-selected answer choice.)
   b. Whether or not the key actually answers the question posed.
   c. Whether or not the key needs to be made less obvious in relation to the other options or the stem. (Should the best answer be shorter, longer, more detailed, or more abstract?)

5. With respect to the distracters, the teacher should consider whether or not:
   a. There is any possible justification for considering one of the distracters as an acceptable response to the question.
   b. The distracters are sufficiently plausible to attract students who are misinformed or inadequately prepared. The distracters must not be a set of irrelevant responses.
   c. Any of the distracters calls unnecessary attention to the key. No option should state the opposite of the key or resemble the key too closely unless another pair of options involves similar opposition or parallelism.

Other Test Item Considerations

1. Test items should be free of stereotyping and bias related to age, sex, ethnicity, creed, economic status, geographical location, disabilities, etc.
2. Information should be presented through written text or through visual materials.
3. Passages that assess language conventions should imitate pieces of writing that tenth grade students are likely to have written. Passages assessing language conventions should stay within the range of 250 to 300 words.
4. Selections that assess reading comprehension should be published or commissioned literature and consist of no more than one thousand words.
5. Multiple-choice test items will not include "None of the Above" or "Not here" as answer choices.
6. Item stems will be in the form of questions or in the form of sentences that require completion. Incomplete sentences will be followed by a dash.

7. In most cases, answer choices for multiple-choice items will be arranged vertically beneath the stem. Numerical answer choices will be arranged in ascending order. Answer choices expressed as letters will be arranged in alphabetical order.
8. Stimuli, corresponding items, and answer choices will appear on the same facing pages.
9. Negatives used in item stems will be typed in capital letters and boldfaced (e.g., **NOT, LEAST**).

Anaiyzing an Assessment Item

The following terms describe the various components of a multiple-choice item:

Stimulus – The piece of art or referent that prompts a response.
Stem - The item stem actually states the problem. This can be posed as a question or as an incomplete statement.
Distracter - The incorrect answers to a multiple-choice item.
Key - The correct or "best" choice for a multiple-choice item.

Sample Item

The Restless Waves of Water

Understanding the many moods of the water itself is as vital to the sailor as knowledge of his own boat or of the weather. No large body of water is ever completely still. Rivers flow and winds roil even smallest ponds and lakes. Most active of all is the sea—vast, restless and seemingly unpredictable. Yet water behaves according to natural laws that seamen neglect at their peril.

Read this sentence from paragraph 1.
Understanding the many moods of the water itself is as vital to the sailor as a knowledge of his own boat or of the weather.

Stimulus

Which literary device does the author use in this sentence?

Stem

A.	Idiom	**Distracter**
B.	Metaphor	**Distracter**
C.	Hyperbole	**Distracter**
D.	Personification*	**Key**

Options

English II Writing Assessment

The English II Writing Assessment includes four writing prompts—two narrative mode prompts (one textual and one visual), and two informative mode prompts (textual only).

Students will select and respond to one of the narrative prompts and one of the informative prompts. A pre-planning page and two lined pages for each response are provided in the response booklet. A writer's checklist is provided so that students can assess their own work.

It is crucial that students respond to the writing prompts in the correct mode. If a student responds to a narrative mode prompt using any other mode (persuasive, informative, etc.), the student will receive a score of "0".

It is crucial that students respond to the writing prompt that is given. If a student's response fails to address the assigned topic, the student will receive a score of "0".

Scoring Students' Responses

All of the prompts on the English II Writing Test are scored according to the rubrics developed by the English II Test Development Committee. Responses are scored by two independent readers who have received special training and are qualified to score these types of responses. When readers' scores do not match but are adjacent, the response will receive the higher of the two scores. In situations where the two scores differ by more than one point, the response will receive a resolution score from a team leader. This method is more time-consuming but offers the most reliable evidence of inter-rater reliability and scoring accuracy.

The Mississippi Department of Education, Harcourt Educational Measurement, and the English II Test Development Committee developed the English II Narrative and Informative Rubrics. The rubrics identify a set of scoring guidelines used to evaluate the quality and accuracy of a student's response to a writing prompt. These guidelines identify the performance features to be evaluated, explain the criteria for judging those features, and describe how performance varies across a score scale. The rubrics contain the scale or score points, performance descriptors, and criteria for each score.

The following rubrics will be used to score the range of sample student papers as part of the range finding process and will accompany the anchor papers for scoring. The English II rubrics are provided in this packet and should be used to teach students how to respond to writing prompts similar to those on the English II Test (in both the narrative and the informative mode). The rubrics may be duplicated and distributed to students. The descriptors for a score of "4" for each rubric will also appear in the student's test booklet to provide guidance in constructing the best possible responses to the writing prompts.

***Rubric* for Informative Prompts**

Score 4
The student response
- addresses the specific writing prompt.
- has a minimum of three clearly delineated paragraphs, with a clear, beginning, middle, and end.
- directs itself to the sense of audience and purpose.
- contains a clearly stated thesis.
- has a focus that remains apparent.
- is complete with an obvious logic and strategy.
- uses paragraphing and purposeful transitions to enhance its development.
- has a main idea developed thoroughly by relevant supporting details, which are well elaborated and sufficient in number.
- includes the use of precise and vivid language appropriate to the task.
- presents ideas that flow smoothly and logically with clarity and coherence.
- exhibits consistent and appropriate use of first or third person.
- exhibits correct and effective use of the major elements of grammar/usage (i.e., subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences).
- may exhibit a few errors in the correct use of advanced mechanics (i.e., underlining, quotation marks, commas, semi-colons, apostrophes, capitalization, and spelling), none of which detract from the overall delivery.

Score 3
The student response
- addresses the specific writing prompt.
- has a minimum of three clearly delineated paragraphs, with a clear, beginning, middle, and end.
- directs itself to the sense of audience and purpose.
- contains a thesis.
- has a focus that remains apparent.
- exhibits logical order and appropriate sequencing of steps or ideas with adequate transition.
- contains relevant supporting details, but these are not consistently well elaborated.
- exhibits consistent and appropriate use of first or third person.
- contains language that is appropriate; but sentence variation is limited, and word choice may be repetitive rather than varied.
- may exhibit occasional errors in the use of grammar/usage (i.e., subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences).
- may also exhibit some errors in the correct use of mechanics (i.e., underlining, quotation marks, commas, semi-colons, apostrophes, capitalization, and spelling).
- may exhibit errors that do not impede communication but do detract somewhat from the delivery.

Score 2
The student response
- has a clear sense of beginning, middle, and end, although it may not exhibit clearly delineated paragraphing.
- addresses the specific writing prompt but has little regard for audience.
- addresses the subject matter but offers support with minimal explanation.
- displays some evidence of an organizational plan or strategy but may not establish a logical progression.
- exhibits the use of first or third person with only a few lapses.
- demonstrates some knowledge of language conventions; however, there are problems in the use of grammar/usage (i.e., subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences) and problems in the use of mechanics (i.e., underlining, quotation marks, commas, semi-colons, apostrophes, capitalization, and spelling).
- exhibits problems that detract from effective communication.

Score 1
The student response
- may or may not exhibit clearly delineated paragraphing but shows evidence that the writer has attempted to respond to the prompt.
- may present only an implied main idea and does not focus on the topic (i.e., rambling, contradictory, or repetitive).
- presents limited or no supporting details.
- lacks organization.
- exhibits no particular point of view or a mixture of points of view.
- contains repeated errors in the use of grammar/usage (i.e., subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences) and mechanics (i.e., underlining, quotation marks, commas, semi-colons, apostrophes, capitalization, and spelling) that may prevent the reader from understanding the writer's message.

Score 0
The student response
- is not written in the correct mode.
- is not written on the topic.
- is written in a foreign language.
- is written illegibly.
- is a copy of the prompt.
- is a refusal to respond.
- is a blank page.
- is incomprehensible.
- is an insufficient amount of writing to score.

***Rubric* for Narrative Writing Prompts**

Score 4
The student response
- addresses the specific writing prompt.
- has a minimum of three clearly delineated paragraphs, with a clear beginning, middle, and end.
- directs itself to the sense of audience and purpose.
- contains a clearly stated thesis.
- clearly narrates an event or sequence of events, telling explicitly what happened within a definite time frame.
- is complete with an obvious logic and strategy.
- uses paragraphing and purposeful transitions to enhance its development.
- includes the use of precise and vivid language appropriate to the task.
- presents ideas that flow smoothly and logically with clarity and coherence.
- exhibits consistent and appropriate use of first or third person.
- exhibits correct and effective use of the major elements of grammar/usage (i.e., subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences).
- may exhibit a few errors in the use of advanced mechanics (i.e. underlining, quotation marks, commas, semi-colons, apostrophes, capitalization, and spelling), none of which detract from the overall delivery.

Score 3
The student response
- addresses the specific writing prompt.
- has a minimum of three clearly delineated paragraphs, with a clear, beginning, middle, and end.
- directs itself to the sense of audience and purpose.
- contains a thesis statement and narrates a sequence of events.
- exhibits logical order and appropriate sequencing of ideas with adequate transitions.
- contains language that is appropriate; but sentence variation is limited, and word choice may be repetitive rather than varied.
- exhibits consistent and appropriate use of first or third person.
- may exhibit occasional errors in the use of grammar/usage (i.e., subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences).
- may also exhibit some errors in the correct use of mechanics (i.e., underlining, quotation marks, commas, semi-colons, apostrophes, capitalization, and spelling).
- may exhibit errors that do not impede communication but do detract somewhat from the delivery.

Score 2
The student response
- has a clear sense of beginning, middle, and end, although it may not exhibit clearly delineated paragraphing.
- addresses the specific writing prompt but has little regard for audience.
- may or may not include a thesis but does narrate a sequence of events.
- displays some evidence of an organizational plan or strategy; however, it may not establish a logical progression.
- exhibits the use of first or third person with only a few lapses.
- demonstrates some knowledge of language conventions; however, there are problems in the use of grammar/usage (i.e., subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences) and problems in the use of mechanics (i.e., underlining, quotation marks, commas, semi-colons, apostrophes, capitalization, and spelling).
- exhibits problems that detract from effective communication.

Score 1
The student response
- may or may not exhibit clearly delineated paragraphing but shows evidence that the writer has attempted to respond to the prompt.
- may attempt to narrate a sequence of events; however, because the pattern of organization generates no sense of continuity or flow, the response does not have a clear sense of beginning, middle, and end.
- may present only an implied main idea through a rambling or repetitive presentation.
- exhibits no particular point of view or a mixture of points of view.
- contains repeated errors in the use of grammar/usage (i.e., subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences) and mechanics (i.e., underlining, quotation marks, commas, semi-colons, apostrophes, capitalization, and spelling) that may prevent the reader from understanding the writer's message.

Score 0
The student response
- is not written in the correct mode.
- is not written on the topic.
- is written in a foreign language.
- is written illegibly.
- is a copy of the prompt.
- is a refusal to respond.
- is a blank page.
- is incomprehensible.
- is an insufficient amount of writing to score.

This checklist will be included in the student's response booklet for the Writing Assessment. The descriptors for a score of "4" for each rubric will also appear in the student's test booklet.

Writer's Checklist

- Did I write about the topic? Did I write a thesis statement?
- Did I write a topic sentence for each paragraph?
- Did I include only those details that are about my topic?
- Did I write my ideas in an order that is clear for the reader to follow?
- Did I check my paper for correct grammar?
- Did I check my paper for correct punctuation?
- Did I spell words correctly?
- Did I maintain first or third person throughout my response?
- Did I print or write clearly?

Section IV

Additional Strategies

And

Sample Assessment Items

Assessment Strand And Tenth Grade Language Arts Framework Competencies with Suggested Objectives	Additional Teaching Strategies
Reading Competency - #2 **Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.** *Objective – 2.a.* *Identify the main idea of a given piece of writing*	• Present paragraphs in which the topic sentence is the first sentence. Underline or highlight it. Present paragraphs where the main idea is found in the middle or at the end of the paragraph. • Have students take notes while listening to a piece of writing. Have students identify a main idea statement for the passage from their notes. • Use a graphic organizer to list the main idea and supporting details of paragraphs in an expository text. • Given a list of related details, have students generate possible main idea statements. • Explain that many content-area textbooks contain common organizational patterns. Teach students to use these patterns to identify main ideas. Common examples of organizational patterns are: listing, sequential order, example, compare and contrast, cause and effect. • After reading a passage, students should examine the supporting details and discuss how the details are related in order to determine the main idea. Students should justify their opinions about the main idea.
Objective – 2.b. *Select details that support the main idea of a given piece of writing.*	• Have students read a group of specific supporting detail sentences on a given topic and write a corresponding broad main idea sentence. • Have students locate the details within a passage that relate to the topic sentence and number them.

Objective – 2.c. *Distinguish fact from opinion.*	• After reading a sports related news article, have students list facts and opinions from the article. • List facts and opinions about teenagers, teachers, parents, school cafeteria food, etc. • Use graphic organizers to list facts and opinions from an article.
Objective – 2.d. *Determine the author's purpose as an attempt to persuade, to inform, to entertain, to explain, to describe, to summarize, etc.*	• Divide students into cooperative groups. Have students write about the same topic (this week's football game, a current movie, etc.) for different purposes. (describe the movie, persuade a friend to go with you to the movie, narrate events from the movie, etc.) Compare each group's response.
Reading Competency #3 **Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.** *Objective –3.a.* *Distinguish between fact and opinion*	• Have students look at a national current event. List facts about this event. List opinions about the event. • Look at examples of historical documents. List facts and opinions about these documents.
Objective –3.b. *Recognize persuasive devices and techniques, such as loaded language, sarcasm, satire, and propaganda*	• Collect advertisements illustrating persuasive devices. • Read political cartoons and identify elements of sarcasm or satire. • Divide students into cooperative groups. Assign groups various persuasive techniques to utilize in persuading others to buy the same product. • Identify persuasive devices utilized in television commercials, advertisements, junk mail, etc. • Have students write and present commercials of their own utilizing propaganda techniques.
Objective – 3.c. *Recognize a thesis statement*	• Students will locate and highlight the thesis statement in an example paper. • Students will serve as peer editors and examine other students' writings for thesis statements.

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Objective – 3.d. *Write / Develop a thesis statement*	• Given a broad topic, students will work in groups to produce a thesis statement for that topic. • Students will write essays with well-developed thesis statements.
Objective – 3.e. *Define / Identify chronological order, spatial order, and order of importance in a piece of writing*	• Given a main idea statement that illustrates an organizational pattern, students should write paragraphs to fit that organizational pattern and main idea statement. • After reading a passage, students will select a graphic organizer to represent the organizational pattern used in the passage. Students will complete the graphic organizer using information from the selection.
Objective – 3.f. *Define/ Identify paragraphs as introductory, body, and concluding*	• Have students read example essays and label introductory, body, and concluding paragraphs. • Give students a sample essay in which the paragraphs are not in order. Have students rearrange the paragraphs logically and label as introductory, body, and concluding. • Students will work as peer editors examining other examples of student writing for introductory, body, and concluding paragraphs.
Objective – 3.g. *Write introductory, body, and concluding paragraphs*	• After researching a topic, students will write a three-paragraph essay.
Objective – 3.h. *Select appropriate references for locating specific information*	The following web sites have lesson plans for researching a given topic and producing student writing related to that topic: • Exploring Arthurian Legends http://edsitement.neh.gov/lessonplans/Arthurian_legend.html • Martin Luther King, Jr. and the Power of Non-Violence http://edsitement.neh.gov/lessonplans/mlking.html

Reading Competency #4 **Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.** *Objective – 4.a.* *Define / Identify / Use point of view*	• Examine different sources or accounts of a particular event in history (primary source letters, textbook explanations, primary source news accounts, etc.) Have students examine these accounts and determine how each serves a different purpose or illicits a different response from the reader. • Read The True Story of the Three Little Pigs to students. Have students write their own versions of fairy tales or other familiar stories from another character's point of view.
Objective – 4.b. *Determine author's purpose*	• Have students identify author's purpose in television programs and advertisements.
Objective – 4.c. *Write for a specific purpose*	• Have students write directions describing the sequencing of an activity.
Objective – 4.d. *Distinguish between fact and opinion*	• Identify facts and opinions in speeches. • Identify facts and opinions in commercials and advertisements.
Objective – 4.e. *Predict outcomes based on details from a given piece of writing*	• Utilize guided reading of a story to encourage students to think about what might happen next in the plot of a story.
Objective – 4.f. *Define / Identify types of conflicts*	• Have students list examples of conflict in their everyday lives.
Objective – 4.g. *Define / Identify resolutions*	• Utilize a story map graphic organizer to analyze information from a given short story or other piece of writing.
Objective – 4.h. *Determine cause and effect by examining details of a piece of writing*	• Students will utilize a graphic organizer to link causes and effects within a piece of writing.
Objective – 4.i. *Compare things by recognizing likenesses*	• Students will write an essay explaining how they are like a specific character in a selection. • Students will write an essay explaining how they have experienced a problem similar to the problem in a selection.
Objective – 4.j. *Contrast things by recognizing differences*	• Utilize simple graphic organizers to show differences between characters in a selection.

Objective – 4.k. *Make inferences based on information presented in a piece of writing*	• Have students write a resume for a character in a selected piece of writing. • Have students describe what they would find if they were to empty the trash can of a character in a selected piece of writing.
Objective – 4.l. *Read and interpret charts and graphs for a specific purpose*	• Have students answer specific questions based on different types of charts and graphs.
Objective – 4.m. *Define / Identify figurative language, such as metaphors, similes, alliteration, personification, imagery, hyperbole, irony, symbolism, oxymorons, etc.*	• Post a classroom chart for types of figurative language. As students find examples of figurative language in their reading, they may cite the examples on the chart. • Have students examine tongue twisters found at: http://www.uebersetzung.at/twister/index.htm. • Tongue twisters illustrate alliteration. Have students write original tongue twisters. • Utilize the online dictionary of literary definitions at: http://www.lausd.k12.ca.us/lausd/resources/shakespeare/Literary.Terms.Menu.html. • A great web site with many examples of oxymorons can be found at: http://library.thinkquest.org/J0111282/oxymorons.htm.
Objective – 4.n. *Define / Setting (both time and place)*	• Utilize a story map graphic organizer to analyze information from a given short story or other piece of writing.
Objective – 4.o. *Recognize use of setting*	• Have students illustrate the setting of a selection. • Have students change the setting of a familiar story. Students may rewrite the story making changes based upon this new setting.
Objective – 4.p. *Define the terminology / Identify characters as major or minor, as flat or round, as static or dynamic, as protagonist or antagonist*	• Utilize graphic organizers to describe characters in a selection. • Compare and contrast characters in a selection utilizing appropriate terminology.

	• Compare and contrast characters from different selections. • Create a classroom graphic organizer illustrating character types. Have students categorize characters and place on the chart as different selections are read.
Objective – 4.q. *Define / Identify characterization as direct or indirect*	• Use a t-chart to list information directly or indirectly stated about a character.
Objective – 4.r. *Define / Distinguish between stated and implied theme*	• An internet site with useful information for students regarding theme is http://artsedge.kennedy-center.org/irish/share/storytelling/workshop/materials/theme.html. • This web site outlines a lesson plan for comparing theme in Eudora Welty's "A Worn Path" to other selected stories: http://www.ncte.org/notesplus/Cardino-March1995.html.
Objective – 4.s. *Define / Determine tone from analysis of word choice (diction), setting, characterization, etc.*	• Students will create a collage to illustrate a short story. The collage should have information regarding setting, characters, and events. Color selection, arrangement, and design should emphasize the tone of the selection.
Objective – 4.t. *Follow directions*	• Have students read directions and assemble a product.
Reading Competency #6 **Explore cultural contributions to the history of the English language and its literature.** *Objective – 6.a.* *Define / Identify root words*	• Have students complete rootonym puzzles found at: http://www.vocabulary.com/VUlevel3S130.html. • Have students look for root words in science-related vocabulary words. • Have students circle root words found in a single paragraph within a news article.
Objective – 6.b. *Use root words to create new words*	• Use word webs to generate new words based on a single root word. • Have students work in small groups to see how many new words they can create from specific root words.
Objective – 6.c. *Define / Identify prefixes*	• Have students chart words from a literary selection containing prefixes.

Objective – 6.d. *Use prefixes to create new words*	• Have students create puzzles using index cards. Common root words should be written on some cards and common prefixes should be written on other cards. Students then use index cards to create new words.
Objective – 6.e. *Define / Identify suffixes*	• Have students chart words from a literary selection containing suffixes.
Objective – 6.f. *Use suffixes to create new words*	• Have students create puzzles using index cards. Common root words should be written on some cards and common suffixes should be written on other cards. Students then use index cards to create new words.
Objective – 6.g. *Identify cognates from other languages*	• This site tells the story of word origins of several English words. Definitions of entymological terms are also provided. http://www.m-w.com/whist/whisthm.htm
Objective – 6.h. *Identify the social situation of a character by analysis of the character's use of language*	• A great lesson plan focusing on dialect from Mark Twain's "The Celebrated Jumping Frog of Calaveras County" is presented at this site: http://edsitement.neh.gov/lessonplans/mark_twain.html
Objective – 6.i. *Define / Characterize / Recognize the use of stereotypes*	• A web site with a lesson plan centered on recognizing stereotypes is http://edsitement.neh.gov/lessonplans/other_life.html • Have students examine differences in advertisements found in magazines for men or women (Sports Illustrated vs. Good Housekeeping). • Conduct a survey of pictures in students' textbooks looking for examples of stereotyping in texts.
Objective – 6.j. *Identify cultural vocabulary*	• Have students identify cultural vocabulary words in a selected piece of writing.
Objective – 6.k. *Use a dictionary to determine word derivation*	• A great site explaining how to use a dictionary to determine the origin of words is http://www.exploratorium.edu/exploring/language/word_histories.html. This page could be reformatted for printed use in the classroom.

Objective – 6.l. *Use a dictionary to determine appropriate meaning of an unfamiliar word by using context clues in a piece of writing*	• Given a sentence with a multiple meaning word, have students decide which dictionary definition best fits the sentence.
Reading Competency #7 **Discover the power and effect of language by reading and listening to selections from various literary genres.** *Objective – 7.a. Define / Identify stylistic devices, such as alliteration, rhyme, assonance, onomatopoeia, word order, word choice (diction), etc.*	• Students should collect examples of poems and identify examples of stylistic devices within those poems. • A great site for collections of poems and information about poets is http://www.poets.org/exh/. • A lesson plan for introducing students to a close reading plan for poetry can be found http://edsitement.neh.gov/lessonplans/practical_criticism.html.
Objective – 7.b. *Create stylistic devices, such as those listed above, within a piece of writing*	• Students should create poetry or additional forms of writing containing stylistic devices.
Objective – 7.c. *Identify specific language used to confuse or inform, repel or persuade, inspire or enrage, etc.*	• Have students listen to several poems or other forms of writing. Students should record phrases that speak to them in a special way. Students should take turns sharing phrases they have chosen. Discuss how the specific language from the writing made them feel. Substitute other words in the phrase. Have students discuss how the word change altered their personal response to the phrase.
Objective – 7.d. *Recognize the effect achieved by word choice (diction)*	• Have students visualize a common item. List adjectives to describe that item. Discuss how specific word choices change these mental images. Have students write and illustrate short descriptive poems about the item. Compare poems and images.
Objective – 7.e. *Distinguish between formal and informal styles of language*	• Compare and contrast the wording in traditional and modern poetry. • Write a description of a television show using the language of an English teacher. Rewrite the descriptions using the language of a friend.
Objective – 7.f. *Determine an author's purpose through analysis of a piece of writing*	• After reading a selection, students will write a paragraph stating the author's purpose including details from the selection.

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Objective – 7.g. *Define / Distinguish between denotation and connotation*	• Given a list of adjectives, students will brainstorm for words related to those adjectives with positive and negative connotations.
Reading Competency #8 **Read, discuss, analyze, and evaluate literature from various genres and other written material.** *Objective – 8.a.* *Define / Identify the theme of a given piece of writing*	• An internet site with useful information for students regarding theme is http://artsedge.kennedy-center.org/irish/share/storytelling/workshop/materials/theme.html.
Objective – 8.b. *Define/ Recognize point of view (omniscient, first person, third person limited, third person objective) in a piece of writing*	• Have students chart examples of point of view from materials read previously in class. • Copy short examples of writing from different points of view on chart paper. Have students identify the point of view illustrated and justify their answers on the chart.
Objective – 8.c. *Define / Recognize tone through analysis of author's word choice (diction) in a given piece of writing*	• Have students work in small groups to determine tone for a written selection. Ask students to chart examples of language from the selection to justify their answers.
Objective – 8.d. *Define / Identify setting, determining when and where*	• Have students use a graphic organizer to list story elements including major and minor characters.
Objective – 8.e. *Define / Identify conflict, internal conflict (man vs. himself), and external conflict (man vs. man, man vs. nature, man vs. society, and man vs. fate)*	• Have students write a paragraph identifying an example of conflict in a written selection. Students should tell what type of conflict is involved and justify their answers.
Objective – 8.f. *Define / Identify climax, technical climax, and dramatic climax in a given piece of writing*	• Utilize a graphic organizer to illustrate story elements including climax.
Objective – 8.g. *Know / Recognize the characteristics of various literary genres, such as the short story, novel, poetry, drama, fiction, and nonfiction*	• Read short selections from various genres to students. Have students identify the genre and justify their answers. • Keep a class chart listing classroom readings. Categorize these by genre.
Objective – 8.h. *Recognize major and minor characters in a given piece of writing*	• Have students use a graphic organizer to list story elements including major and minor characters.

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Reading Competency #10 **Use language and critical thinking strategies to serve as tools for learning.** *Objective – 10.a.* *Interpret sensory imagery in a narrative passage*	• Students may create collages based on the images created after reading a piece of writing. http://www.ncte.org/notesplus/poetry_page/collage.shtml
Objective – 10.b. *Choose the most concise wording for a sentence without changing the meaning*	• Given quotations from famous individuals, students should rewrite the quotation concisely.
Objective – 10.c. *Summarize an episode presented in a given piece of writing (by paraphrasing)*	• After reading a current news article, students should orally paraphrase the article. • After viewing a film or documentary, students should paraphrase the content.
Objective – 10.d. *Identify specific language that reveals the author's purpose*	• Students should read examples of descriptive, informative, and persuasive writing. Students may work in small groups to determine the author's purpose for writing. Students should highlight words from the selection to justify their responses.
Objective – 10.e. *Explain how the use of language in a selection affects reader response*	• Have students listen to poetry or other forms of writing recording phrases that speak to them in a special way. Share responses. Discuss how the specific language from the writing made them feel. Substitute other words in the phrase. Have students discuss how the word change altered their personal response to the phrase.
Objective – 10.f. *Identify universal themes present in a given piece of writing*	• Have students list possible universal themes found in current movies. • Have students think of examples of writing to illustrate the same themes.
Objective – 10.g. *Explain how imagery in a given piece of writing reveals an author's purpose*	• Have students read examples of descriptions of similar items in various written materials. Compare/contrast the images in these passages discussing how they reveal the author's purpose.
Objective – 10.h. *Explain a personal reaction to a given piece of writing by examining specific passages from the writing*	• Have students use reader response journals while reading. Students should note how a particular piece of writing makes them feel. Responses should include specifics from the passage read.

Samples of English II Test Items

The Moon Dog Mystery
by Michael Capek

1. The rocket arrival alarm over Adam Young's desk chimed softly, but insistently. Adam, lost in fretful reverie, jumped. At his feet his dog, Hoshi, looked at the pulsing crimson light, tilting his tiny head from side to side.

2. "That's Mom and Dad," Adam said, his voice hoarse with tension. He went to the six-inch window port. "I sure hope they have good news." Across the harsh glare of the lunar surface, he watched a squat, silver transport settle into the docking bay at the far end of Selene Station.

3. The research outpost had been Adam's home for the past three years. Mr. Young worked at the school, teaching the children of miners, scientists, and other workers living at the station. Mrs. Young was a horticulturist specializing in growing nutritious, edible plants in non-earth environments. Adam was also part of an experimental program.

4. Known as the Space Canine Corps, the program paired boys and girls, aged 12 to 16, with specially bred and trained dogs, called "space terriers." Twelve dogs and twelve kids were in the training program, under the direction of the Universal Space League (USL). Kid and dog lived and trained as a team. From the twelve pairs, six would soon be selected to continue, performing ever more rigorous and challenging roles in the exploration of the solar system and beyond. The tough, clever little dogs could already perform an amazing variety of tasks and even fly spacecraft if given detailed orders from humans. Young men and women in the program, the USL expected, would become scientists, the leaders of future missions and programs.

5. Then, a week ago, it'd happened. Someone had entered one of the mining pods, filled with expensive, irreplaceable instruments and tools. The tube-like pods were off limits to everyone, except for people authorized to work there. During the night, someone had gone inside Pod F and damaged the sensitive equipment. The next day, two critical pieces of machinery malfunctioned. A check of security cameras showed a terrier in a bubble helmet, cavorting and playing inside the pod. The dog's human partner remained out of camera range. Later, a dog's helmet was found in the damaged pod. The I.D. number on the smudged little helmet was Hoshi's. It was enough to implicate Hoshi — and Adam, too. Mr. and Mrs. Young had been summoned to the command station orbiting the moon for the Security Committee's verdict.

6. Adam turned from the window and quickly slipped Hoshi into his pressurized suit and snapped on the bubble helmet. The glass front was smudged, as it always was, from the dog's wet nose bobbing against it. Adam didn't want to take the time to

clean it now, though. He didn't bother to put on his own pressure suit. They were only a precaution anyway, since the whole station was atmosphere controlled.

7. From the entrance of his family's apartment, it was only a short distance to the transport hangar. Since the moon's gravity was but a fraction of that of Earth, boy and dog flew along the corridor, bounding in fifteen-foot hops. Ordinarily, it was Hoshi's and Adam's favorite game to bounce along, careening off the walls, floor, and ceiling like energized table tennis balls. Not today. Both boy and dog felt leaden with foreboding.

8. At the hangar entrance, Adam's heart sank when he saw his parents' baleful expressions. Mr. Young approached and put his arm around his son's shoulders. He didn't even scold Adam for not having on his pressure suit. Mrs. Young bent and picked up the little terrier. "I'm sorry, Hoshi," she said, giving him a hug. "We did all we could."

9. Back in the apartment, the family sat, slumped and silent. "Did you tell the examiners that Hoshi couldn't possibly have done it?" Adam said finally. "That he was with me, sleeping, the whole time?"

10. Mom and Dad exchanged weary looks. "It was all we could do to convince them not to banish our whole family," Mom said with a sigh.

11. "The committee members finally ruled that we can stay at Selene Station," Mr. Young said, "but Hoshi has been ordered back to Earth for retraining." He looked at Adam sadly. "You're out of the Corps, too, son."

12. Adam pounded his knee with his fist. "It's not fair! Hoshi and I were nowhere near that pod!" He rose and began pacing up and down, mumbling. "It could have been any of the dogs in the program on that video. Everybody knows space terriers are virtually identical. I've been missing one of Hoshi's bubbles for weeks. Anybody could have taken it and put it there."

13. "But who?" Dad asked with a helpless shrug.

14. "And why?" Mom added softly.

15. Adam plopped down next to them on the long sofa. Between Adam's feet Hoshi sat gazing up at him. The dog still had on his pressure suit and helmet. Adam could barely see the fuzzy little face through the smudged visor.

16. Suddenly, a thought struck him like a meteor impact. "That's it!" Adam said, jumping up. He grabbed Hoshi and raised him high, swinging him around and around, laughing, while his parents stared as though their son had lost his mind.

17. "What's *it*?" Mrs. Young demanded.

18. "Nose prints!" Adam shouted. His parents still regarded him, puzzled. "Every dog has its own individual nose print," Adam explained quickly. "Just like every human has his own fingerprint. Don't you get it?" He removed Hoshi's helmet and held it up, studying the smeared visor.

19. Mr. and Mrs. Young suddenly leaped to their feet and raced Adam, still holding Hoshi, for the Tele-Com unit. The four of them resolutely faced the screen, waiting for USL Command to respond to their urgent call.

20. Several hours later, an investigator arrived. She handed Adam the dog helmet found in the damaged mining pod. "You were right," she said. "The nose prints on this bubble aren't Hoshi's. We only had to print four other canines before we found the real culprit. Confronted with the evidence, the boy who was the dog's partner confessed immediately. He set up the whole thing to make you and Hoshi look guilty. He was so desperate to make the final cut, he figured he'd reduce the competition." The examiner bent to scratch Hoshi's tiny ears. "Sorry we weren't more vigilant. You're lucky you've got such a smart partner."

21. Moments later, Adam and Hoshi were out the door, whirling and bouncing down the corridor in a wild dance of joy and celebration.

Assessment Strand: Reading Comprehension
Competency 2 – Skill b Select details that support the main idea of a given piece of writing.

Sample Item #1

Which detail from the passage BEST supports the idea that the members of the Space Canine Corps were highly competitive individuals?

A. The boys and girls in the program were between 12 and 16 years of age.
B. The program was under the direction of the Universal Space League (USL).
C. The kids and dogs in the program lived and trained as teams.
D. Six of the twelve pairs in the program would be selected to continue.*

Assessment Strand: Reading Comprehension
Competency 4 – Skill e Predict outcomes based on details from a given piece of writing.

Sample Item #2

Based on information in the passage, what will MOST likely happen in the future?

A. The USL Command will increase security for the mining pods.*
B. Hoshi will be returned to Earth for retraining.
C. The Space Canine Corps program will be discontinued.
D. Adam will be authorized to work in one of the mining pods.

Assessment Strand: Reading Comprehension
Competency 4 – Skill h Determine cause and effect by examining details of a piece of writing.

Sample Item #3

Why did an investigator come to see the Youngs after they called USL Command?

A. To return Hoshi's lost helmet
B. To get Hoshi's nose print
C. To apologize to Adam and Hoshi*
D. To take Adam and Hoshi back to Earth

Assessment Strand: Reading Comprehension
Competency 4 – Skill k Make inferences based on information presented in a piece of writing.

Sample Item #4

Based on information in the passage, the boy whose dog was seen on the video can BEST be described as someone who —

A. encourages others to do their best.
B. lacks confidence in his own abilities.*
C. prefers playing instead of doing his work.
D. refuses to admit what he has done.

Assessment Strand: Reading Comprehension
Competency 7 – Skill f Determine an author's purpose through analysis of a piece of writing.

Sample Item #5

What is the author's purpose in writing "The Moon Dog Mystery"?

A. To persuade readers to join the Space Canine Corps
B. To describe the appearance of the Selene Station on the moon
C. To explain how he feels about the Space Canine Corps
D. To entertain readers who enjoy science fiction*

Assessment Strand: Reading Comprehension
Competency 8 – Skill c Define/Recognize tone through analysis of author's word choice (diction) in a given piece of writing.

Sample Item #6

Read paragraphs 1 and 2 of the passage.

The rocket arrival alarm over Adam Young's desk chimed softly, but insistently. Adam, lost in fretful reverie, jumped. At his feet his dog, Hoshi, looked at the pulsing crimson light, tilting his tiny head from side to side.

"That's Mom and Dad," Adam said, his voice hoarse with tension. He went to the six-inch window port. "I sure hope they have good news." Across the harsh glare of the lunar surface, he watched a squat, silver transport settle into the docking bay at the far end of Selene Station.

Which word describes the tone the author sets at the beginning of the passage?

A. Objective
B. Anxious*
C. Peaceful
D. Confused

Assessment Strand: Reading Comprehension
Competency 10 – Skill c Summarize an episode presented in a given piece of writing (by paraphrasing).

Sample Item #7

Read this excerpt from the passage.

The research outpost had been Adam's home for the past three years. Mr. Young worked at the school, teaching the children of miners, scientists, and other workers living at the station. Mrs. Young was a horticulturist specializing in growing nutritious, edible plants in non-earth environments. Adam was also part of an experimental program.

Which statement BEST summarizes the episode?

A. Mr. Young, Mrs. Young, and Adam had lived on a research station for three years where they worked in an experimental program, teaching school and growing edible plants.
B. For three years, Mr. Young had taught school; Mrs. Young had worked as a horticulturist; and Adam had participated in a trial program on the research station where they lived.*
C. For three years, a research station where Mr. Young, Mrs. Young, and Adam had lived and worked maintained a school and an experimental program for horticulturists.
D. Mr. and Mrs. Young had lived and worked as a teacher and a horticulturist on a research station while Adam took part in an experimental program at school.

Assessment Strand And Tenth Grade Language Arts Framework Competencies with Suggested Objectives	Additional Teaching Strategies
Language/Writing Competency #1 **Produce writing which reflects increasing proficiency through planning, writing, revising, and editing which is specific to audience and purpose.** *Objective – 1.a.* *Use a variety of planning techniques for writing*	• Model using planning techniques for students. • Brainstorm topics for writing in large and small groups. • Use graphic organizers (webs, outlines, Venn diagrams) for planning writing. A template for writing essays can be found at http://www.lausd.k12.ca.us/Lincoln_HS/Burleson/Creature/essay_template.htm. • This site has great questions to use when planning written assignments http://owl.english.purdue.edu/handouts/general/gl_plan1.html.
Objective – 1.b. *Define / Write a clear topic sentence/ thesis statement*	• Given a broad topic, students will work in groups to produce a thesis statement for that topic. • Students will write a paragraph with a clear topic sentence. • Students will write an essay with a clear theses sentence.
Objective – 1.c. *Define / Use transitional words and phrases to ensure coherence*	• An explanation of using transitional words in writing can be found at http://iws.ccccd.edu/writestuff/transition.html. • Have students highlight transitional words and phrases in writing samples. • Use peer-editing of papers looking specifically for transitional words. • Create a class chart of transitional words and phrases. • A writing site with information regarding transitions is http://www.chss.iup.edu/wc/resources/trans.html.

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Objective – 1.d. *Provide relevant supporting details to develop topic sentence / thesis statement*	• A power point presentation for developing a 5-paragraph essay with supporting details can be found at http://www.geocities.com/Athens/Olympus/8600//five.html. • An online tool for planning and writing a structured paragraph is found at http://www.paragraphpunch.com/.
Objective – 1.e. *Define / Use a logical progression of ideas, such as spatial order, chronological order, or order of importance*	• Use a specific graphic organizer to plan a written assignment. • Identify organizational patterns that aid in the logical development of particular writing modes.
Objective – 1.f. *Establish a clear sense of beginning, middle, and end in a piece of writing*	• A web site with a useful introduction of beginning, middle, and end is found at http://www.calstatela.edu/centers/write_cn/journey.htm.
Objective – 1.g. *Write on the assigned topic*	• Provide small groups specific writing prompts and example paragraphs. Have students determine whether or not paragraphs address the given topic.
Objective – 1.h. *Write using complete sentences*	• Have students edit papers looking specifically for complete sentences.
Objective – 1.i. *Use varied and appropriate sentence structure*	• Given an example sentence or paragraph, students should rewrite the sentence or paragraph using different sentence structures.
Objective – 1.j. *Recognize errors in grammar, usage, and mechanics*	• Edit personal writing for errors in grammar, usage, and mechanics. • Use peer editing to focus on errors in grammar, usage, and mechanics. Make use of commonly accepted editing symbols, post-it notes, and highlighters. • Use spell-check or grammar-check with a word processing program to note possible errors in grammar, usage, and mechanics.
Objective – 1.k. *Correct errors in grammar, usage, and mechanics*	• Practice correcting errors in grammar, usage, and mechanics. • Examine possible errors found using spell-check or grammar-check to determine whether or not corrections should be made in a given piece of writing.

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Objective – 1.l. *Write for a specific audience*	• Write a set of directions for an elementary school student. Rewrite this set of directions for high school students. • Create advertisements for a single item to be used in a children's magazine, a teen magazine, a men's magazine, and a women's magazine.
Objective – 1.m. *Write for a specific purpose*	• Write a letter expressing an opinion regarding a current issue. • Write a letter sending congratulatory birthday wishes to the President or another famous individual.
Objective – 1.n. *Know / Use the proper format for business letters, memos, resumes, thank-you notes*	• Write business letters requesting free materials for students. • Write a resume for a character in a story or novel. • Write thank-you notes to individuals who contribute to school events.
Objective – 1.o. *Use vocabulary appropriate for the piece of writing*	• Use the thesaurus tool on a word processor to vary vocabulary usage in a piece of writing.
Language/Writing Competency #5 **Complete oral and written presentations which exhibit interaction and consensus within a group.** *Objective – 5.a.* *Identify the purpose of a project*	• A site with great suggestions for students working on written presentations is http://www.chss.iup.edu/wc/resources/. • Practice using group skills to agree on the purpose of a project and outline steps for completing that project.
Objective – 5.b. *Identify the appropriate audience for a piece of writing*	• A good reference page with questions for identifying audience is http://www.chss.iup.edu/wc/resources/audience.html. • A web page activity based around writing for different audiences is http://itdc.sbcss.k12.ca.us/curriculum/literaryfanclub.html.
Objective – 5.c. *Distinguish between fact and opinion*	• After reading an article about a famous person or current event, have students list facts and opinions from the article. • A great site for learning how to write opinions is http://library.thinkquest.org/50084/index.shtml.

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Objective – 5.d. *Define / Use first person and third person point of view in a piece of writing*	• Write narratives from first person point of view. Rewrite the same narrative using third person point of view. • Rewrite a portion of a story from the point of view of another character in the story.
Objective – 5.e. *Write in complete sentences*	• Use a writer's checklist to remind students to proof for incomplete sentences.
Objective – 5.f. *Use varied sentence structure, mostly compound and complex sentences*	• Use peer editing to note sentences that could be rewritten as compound or complex sentences.
Objective – 5.g. *Write a coherent paragraph, letter, or essay, including an introduction, topic sentences, supporting details, and conclusion*	• Ideas for developing coherence in writing can be found http://owl.english.purdue.edu/handouts/general/gl_cohere.html.
Objective – 5.h. *Use correct spelling*	• Edit personal writing for errors in spelling. • Use peer editing to focus on errors in spelling. • Use the spell-check tool from a word processing program to note possible errors in spelling.
Objective – 5.i. *Use appropriate vocabulary*	• Use an on-line thesaurus to find alternative vocabulary words for use in a piece of writing.
Objective – 5.j. *Use the following correctly: subject-verb agreement, verb tenses, appropriate sentence structure, possessives, pronoun-antecedent agreement*	• Utilize the grammar-check tool with a word processor to identify possible problems with usage.
Language/Writing Competency #9 **Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.** *Objective – 9.a.* *Provide the correct definition of an unfamiliar word by analyzing context clues*	• Students should be given examples of types of context clues commonly found in written passages (explanation, listing, compare/contrast, etc.) and be given opportunities to practice determining the meaning of words using those clues.
Objective – 9.b. *Create complete sentences*	• After reading a written passage, students will answer questions using complete sentences.

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Objective – 9.c. *Make subjects and verbs agree*	• Have a scavenger hunt. Find specific examples of correct subject verb agreement in magazines or other forms of text. (Find one example sentence with a singular subject.)
Objective – 9.d. *Create the correct plural for a given noun*	• Use a graphic organizer to create a chart illustrating plural forms. Brainstorm in groups for example words for each form.
Objective – 9.e. *Identify incorrectly spelled grade-level words*	• Edit written work for spelling errors.
Objective – 9.f. *Create correct forms of possessives*	• A great site for information regarding grammar is The Blue Book of Grammar. Explanations and quizzes are offered. http://www.grammarbook.com/
Objective – 9.g. *Use possessives correctly*	• Specific information regarding possessives can be found http://webster.commnet.edu/grammar/possessives.htm.
Objective – 9.h. *Use correct verb forms / tenses*	• Have students write paragraphs in present, past, and future tenses.
Objective – 9.i. *Vary sentence structure*	• Have students color code parts of sentence patterns. • Have students identify written sentences according to assigned sentence patterns.
Objective – 9.j. *Construct sentences using different patterns*	• Have students practice writing sentences according to assigned sentence patterns.
Objective – 9.k. *Punctuate sentences correctly using commas in a series, in compound sentences, in complex sentences, with relative clauses, and with introductory phrases and clauses; using quotation marks; using semi-colons; using end marks; and using apostrophes*	• A site listing the most common errors in English is http://www.wsu.edu/~brians/errors/.
Objective – 9.l. *Capitalize words correctly*	• Have students write paragraphs using common and proper nouns.
Objective – 9.m. *Use pronouns correctly*	• A great site for grammar rules and explanations including quizzes is http://ccc.commnet.edu/grammar/. • Specific information regarding pronoun

	usage can be found http://ccc.commnet.edu/grammar/pronouns1.htm.
Objective – 9.n. *Use correct pronoun-antecedent agreement*	• Have students write paragraphs using pronouns correctly.
Objective – 9.o. *Use prepositions correctly*	• Information and quizzes regarding preposition usage is found http://ccc.commnet.edu/grammar/prepositions.htm
Objective – 9.p. *Use conjunctions correctly*	• This is an elementary web site containing practice quizzes with contractions http://www.manatee.k12.fl.us/sites/elementary/palmasola/contractions.htm.
Objective – 9.q. *Use appropriate coordination and subordination*	• Explanations and quizzes regarding coordination and subordination can be found at http://ccc.commnet.edu/grammar/conjunctions.htm.
Objective – 9.r. *Define / Recognize / Correct errors in parallel structure*	• Explanations and quizzes regarding parallel structure is found http://ccc.commnet.edu/grammar/parallelism.htm.
Objective – 9.s. *Define / Recognize / Correct dangling and misplaces modifiers*	• Explanations for using modifiers correctly along with examples and quizzes can be found at http://ccc.commnet.edu/grammar/modifiers.htm.
Objective – 9.t. *Recognize / Correct commonly confused words (homophones)*	• A site with written examples of commonly confused words is found at http://ccc.commnet.edu/grammar/notorious.htm. Audio versions of sentences are available as well.
Objective – 9.u. *Use adjectives and adverbs correctly (good/well, etc.)*	• Students should practice completing sentences using adjectives and adverbs correctly.
Objective – 9.v. *Use comparative and superlative degrees correctly*	• Have students list ten items found in a grocery bag. Students should write sentences describing each item using comparative and superlative forms of adjectives.
Objective – 9.w. *Demonstrate editing skills for items 9.a. – 9.v. listed above*	• Students should work as peer editors using written passages from fellow students and sources.

Note: While Language Conventions passages are typically designed to represent writing that tenth-grade students might generate, the passage below, "A Cooperative Relationship," is written at a somewhat more sophisticated level.

Mechanics

Directions: Read the passage. Look at the underlined sections. There may be a mistake in punctuation, capitalization, or spelling. If you find a mistake, choose the answer that corrects the mistake. If there is no mistake, choose "Correct as is."

A Cooperative Relationship

Falling with a mighty force from trees as tall as eight-story buildings, Brazil nut pods can actually plant themselves into the soft, marshy ground of the forest floor. Inside these four- to six-pound, softball-sized pods are up to twenty-five Brazil nuts. These nuts are actually seeds, and they are arranged in an orderly fashion simular to the sections of an orange. (1) Because Brazil nut trees produce a valuable food for the world scientists are trying to find ways to protect and preserve these unique plants. (2) Interestingly, they now suspect that to do this, they must also protect a cat-sized rodent called an agouti.

Brazil nut trees are found almost exclusively in South America, where the harvest accounts for a $44 million-a-year industry. The most productive areas are in the remote natural forests around the amazon river, (3) where the countries of Peru, Bolivia, and Brazil meet. For centuries people living in these areas have used Brazil nuts for food and medicine. They are rich in protein, carbohydrates, vitamins, and minerals. The oil they contain has been used for cooking, for making soap, and for the fueling of lamps. The pods are usually burned as an insect repellent, and they are even used for woodcarvings.

Unlike most other food-producing plants, Brazil nut trees do not grow in planted, easily managed farms. Instead, they grow independently in hard-to-reach forests. This kind of

"maverick growth" on natures' part makes harvesting (4) a difficult job. Workers gather the pods and break them (5) open with machetes. Then they carry sacks of them to a nearby river or road.

In addition to working hard and braving the hazards of the environment, these nut gatherers must use extremely cautious timing. To avoid injury, they have to wait until the pods are no longer falling before they can go into the forest. But if they wait too long, the agouti may get their first (6).

The agouti is the only animal known to have teeth strong enough to open the thick, woody Brazil nut pods. Once it gets to the seeds inside these pods, it buries them for future meals. The agouti depends on this food to survive.

By studying this animal's habits, scientists are learning that the trees also depend on the agouti. Many of the seeds it buries remain in the ground and grow, thereby replenishing the Brazil nut tree population. Although the tall, strong trees plant some seeds on their own, the cooperation of this rodent helps them even more. To assure a prosperous nut-producing future, it appears that we must safeguard both the Brazil nut trees and the agouti, their small animal partner.

Assessment Strand: Language Conventions
Competency 05 h: Use correct spelling.

Sample Item #1

A. orderly fashion similar to the sections*
B. orderly fashion simalar to the sections
C. orderly fashun similar to the sections
D. Correct as is

Assessment Strand: Language Conventions
Competency 09 k: Punctuate sentences correctly using commas in a series, in compound sentences, in complex sentences, with relative clauses, and with introductory phrases and clauses; using quotation marks; using semicolons; using end marks; and using apostrophes.

Sample Item #2

A. produce a valuable food for the world; scientists
B. produce a valuable food, for the world scientists
C. produce a valuable food for the world, scientists*
D. Correct as is

Assessment Strand: Language Conventions
Competency 09 l: Capitalize words correctly.

Sample Item #3

A. forests around the Amazon river,
B. forests around the Amazon River,*
C. forests around the amazon river,
D. Correct as is

Assessment Strand: Language Conventions
Competency 09 g: Use possessives correctly.

Sample Item #4

A. natures part makes harvesting
B. natures's part makes harvesting
C. nature's part makes harvesting*
D. Correct as is

Assessment Strand: Language Conventions
Competency 09 p: Use conjunctions correctly.

Sample Item #5

A. Workers gather the pods but break them
B. Workers gather the pods or break them
C. Workers gather the pods yet break them
D. Correct as is*

Assessment Strand: Language Conventions
Competency 09 t: Recognize/Correct commonly confused words, for example, homophones.

Sample Item #6

A. the agouti may get there first.*
B. the agouti may get they're first.
C. the agouti, may get there first.
D. Correct as is

Usage
Directions: Read the passage. Look at the blanks left in some sentences. Choose the answer that will correctly complete the sentence.

A Cooperative Relationship

Falling with a mighty force from trees as tall as eight-story buildings, Brazil nut pods can actually plant themselves into the soft, marshy ground of the forest floor. Inside these four- to six-pound, softball-sized pods are up to twenty-five Brazil nuts. These nuts are actually seeds, and they are arranged in an orderly fashion similar to the sections of an orange. Because Brazil nut trees ___7___ a valuable food for the world, scientists are trying to find ways to protect and preserve these unique plants. Interestingly, they now suspect that to do this, they must also protect a cat-sized rodent called an agouti.

Brazil nut trees are found almost exclusively in South America, where the harvest accounts for a $44-million-a-year industry. The most productive areas are in the remote natural forests around the Amazon River, where the countries of Peru, Bolivia, and Brazil meet. For centuries people living in these areas have used Brazil nuts for food and medicine. They are rich in protein, carbohydrates, vitamins, and minerals. The oil they contain has been used for cooking, for making soap, and for the fueling of lamps. The pods are usually burned as an insect repellent, and ___8___ even used for woodcarvings.

Unlike most other food-producing plants, Brazil nut trees do not grow in planted, ___9___managed farms. Instead, they grow independently in hard-to-reach forests. This kind of "maverick growth" on nature's part makes harvesting a difficult job. Workers gather the pods and break them open with machetes. Then they carry sacks of them to a nearby river or road.

In addition to working hard and braving the hazards of the environment, these nut gatherers must use extremely cautious timing. To avoid injury, they have to wait until the pods are no longer falling before they can go into the forest. But if they wait too long, the agouti may get there first.

The agouti is the only animal ___10___ to have teeth strong enough to open the thick, woody Brazil nut pods. Once it gets to the seeds inside these pods, it buries them for future meals. The agouti depends on this food to survive.

By studying this animal's habits, scientists are learning that the trees also ___11___ on the agouti. Many of the seeds it buries remain in the ground and grow, thereby replenishing the Brazil nut tree population. Although the tall, strong trees plant some seeds on their own, the cooperation of this rodent helps them even more. To assure a prosperous nut-producing future, it appears that we must safeguard both the Brazil nut trees and the agouti, their small animal partner.

Assessment Strand: Language Conventions
Competency 09 h: Use correct verb forms/tenses.

Sample Item #7

A. produced
B. had produced
C. produce*
D. will have produced

Assessment Strand: Language Conventions
Competency 09 n: Use correct pronoun-antecedent agreement.

Sample Item #8

A. it is
B. they are*
C. they has been
D. he is

Assessment Strand: Language Conventions
Competency 09 u: Use adjectives and adverbs correctly (good/well, etc.).

Sample Item #9

A. easy
B. more easy
C. easily*
D. easier

Assessment Strand: Language Conventions
Competency 09 u: Use adjectives and adverbs correctly.

Sample Item #10

A. known*
B. knowed
C. knowing
D. knowen

Assessment Strand: Language Conventions
Competency 09 h: Use correct verb forms/tenses.

Sample Item #11

A. had depended
B. depended
C. will have depended
D. depend*

Sentence Structure
Directions: Read the passage. Look at the underlined sections. There may be a mistake in the way the sentence is written. If you find a mistake, choose the answer that corrects the mistake. If there is no mistake, choose "Correct as is."

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Unlike most other food-producing plants, Brazil nut trees do not grow in planted, easily managed farms. <u>Therefore, they grow independently in hard-to-reach forests.</u> 13 This kind of "maverick growth" on nature's part makes harvesting a difficult job. Workers gather the pods and break them open with machetes. Then they carry sacks of them to a nearby river or road.

In addition to working hard and braving the hazards of the environment, these nut gatherers must use extremely cautious timing. To avoid injury, they have to wait until the pods are no longer falling before they can go into the forest. But if they wait too long, the agouti may get there first.

The agouti is the only animal known to have teeth strong enough to open the thick, woody Brazil nut pods. Once it gets to the seeds inside these pods, it buries them for future meals. The agouti depends on this food to survive.

By studying this animal's habits, scientists are learning that the trees also depend on the
14
agouti. Many of the seeds it buries remain in the ground and grow, thereby replenishing the Brazil nut tree population. Unless the tall, strong trees plant some seeds on their
15
own, the cooperation of this rodent helps them even more. To assure a prosperous nut-producing future, it appears that we must safeguard both the Brazil nut trees and the agouti, their small animal partner.

Assessment Strand: Language Conventions
Competency 05 e: Write in complete sentences.

Sample Item #12

A. These nuts are actually seeds. Even though they are arranged in an orderly fashion similar to the sections of an orange.
B. These nuts are actually seeds, and they are arranged in an orderly fashion similar to the sections of an orange.*
C. These nuts are actually seeds arranged in an orderly fashion. Similar to the sections of an orange.
D. Correct as is

Assessment Strand: Language Conventions
Competency 01 c: Define/Use transitional words and phrases to ensure coherence.

Sample Item #13

A. Instead, they grow independently in hard-to-reach forests.*
B. Of course, they grow independently in hard-to-reach forests.
C. Moreover, they grow independently in hard-to-reach forests.
D. Correct as is

Assessment Strand: Language Conventions
Competency 01 o: Use vocabulary appropriate for a piece of writing.

Sample Item #14

A. By checking out this animal's habits, scientists are learning that the trees also depend on the agouti.
B. By getting into this animal's habits, scientists are learning that the trees also depend on the agouti.
C. By scoping out this animal's habits, scientists are learning that the trees also depend on the agouti.
D. Correct as is*

Assessment Strand: Language Conventions
Competency 09 q: Use appropriate coordination and subordination.

Sample Item #15

A. Although the tall, strong trees plant some seeds on their own, the cooperation of this rodent helps them even more.*
B. Before the tall, strong trees plant some seeds on their own, the cooperation of this rodent helps them even more.
C. Because the tall, strong trees plant some seeds on their own, the cooperation of this rodent helps them even more.
D. Correct as is

Samples of Informative Writing Prompts

1. Your teacher has given you an assignment to write an informative essay. Think about a problem that you solved. Write about how you solved the problem. Be sure to explain in detail how you solved the problem.

2. Your teacher has given you an assignment to write an informative essay. Think about someone you would like to talk to. Write about why you want to talk to this person. Be sure to explain your reasons with details.

3. Your teacher has given you an assignment to write an informative essay. Think about something that frightened you at some time in your life that does not frighten you now. In your essay give reasons explaining why it frightened you then but not now. Be sure to support your reasons with details.

4. Your teacher has given you an assignment to write an informative essay. Think about people you consider to be interesting. Write about why you consider these people to be interesting. Be sure to explain your reasons with details.

5. Your teacher has given you an assignment to write an informative essay. Think of things that motivate people to do their best. Write about these things that motivate and provide specific examples. Be sure to support your examples with details.

6. Your teacher has given you an assignment to write an informative essay. Think about the things that make your school a good school. Write about these things and give specific examples. Be sure to support your examples with details.

7. Your teacher has given you an assignment to write an informative essay. Teenagers play different roles in everyday life – at home, at school, with friends. Write about these different roles that teenagers play and provide specific examples. Be sure to support your examples with details.

8. Your teacher has given you an assignment to write an informative essay. Imagine that you have been asked to give a speech and that the whole world will be your audience. Write about the topics you would include in your speech to the world. Be sure to give specific examples and support them with details.

9. Your teacher has given you an assignment to write an informative essay. Think about a message that you might have for the future. Write about that message and explain why this message is important. Be sure to support your reasons with details.

10. Your teacher has given you an assignment to write an informative essay. Think of some products you consider useful that you use almost everyday. Write about why these products are useful. Be sure to support your reasons with details.

11. Your teacher has given you an assignment to write an informative essay. Think about the qualities a teenager needs to be successful. Write about these qualities and provide specific examples. Be sure to support your examples with details.

12. Your teacher has given you an assignment to write an informative essay. Think of a person you admire Write about this person explaining the reasons you admire him/her. Be sure to support your reasons with details.

Samples of Narrative Writing Prompts

1. You may use these sample prompts for practice with your students. However, you may also want to share them with the 7th, 8th, and 9th-grade teachers in your school district. Working together cooperatively, you can create a smooth "scope-and-sequence" approach to the task of having students practice responding to writing prompts.

2. Your teacher has given you an assignment to write a narrative essay. Think of a person who is now important to you or has made a lasting impression on you. Write a story about how you came to know that person and what that person did that impressed you. Be sure to narrate an event or series of events and include specific details in your response.

3. Your teacher has given you an assignment to write a narrative essay. Think of a time when someone showed you kindness or a time when you showed someone else kindness or a time when you witnessed someone else showing kindness to another person. Choose one of these times and write a story about what happened. Be sure to narrate an event or series of events and include specific details in your response.

4. Your teacher has given you an assignment to write a narrative essay. Think of a childhood memory that you recall clearly. Write a story about what happened. Be sure to narrate an event or series of events and include specific details in your response.

5. Your teacher has given you an assignment to write a narrative essay. Think about an event in your life that you will always remember. Write a story about what happened. Be sure to narrate an event or series of events and include specific details in your response.

6. Your teacher has given you an assignment to write a narrative essay. Imagine that you could be invisible for one day. Write a story about that day. Be sure to narrate an event or series of events and include specific details in your response.

7. Your teacher has given you an assignment to write a narrative essay. Think about a time a person did something that made a difference in your life. Write about that time. Be sure to narrate an event or series of events and include specific details in your response.

8. Your teacher has given you an assignment to write a narrative essay. Think about an event that you are glad you experienced. Write a story about that event. Be sure to narrate an event or series of events and include specific details in your response.

9. Your teacher has given you an assignment to write a narrative essay. Think about a time you received a gift, something you wanted, or something unexpected that made you feel happy. Write a story about that time. Be sure to narrate an event or series of events and include specific details in your response.

10. Your teacher has given you an assignment to write a narrative essay. Think about a special time you remember spending with a friend. Write a story about that time. Be sure to narrate an event or series of events and include specific details in your response.

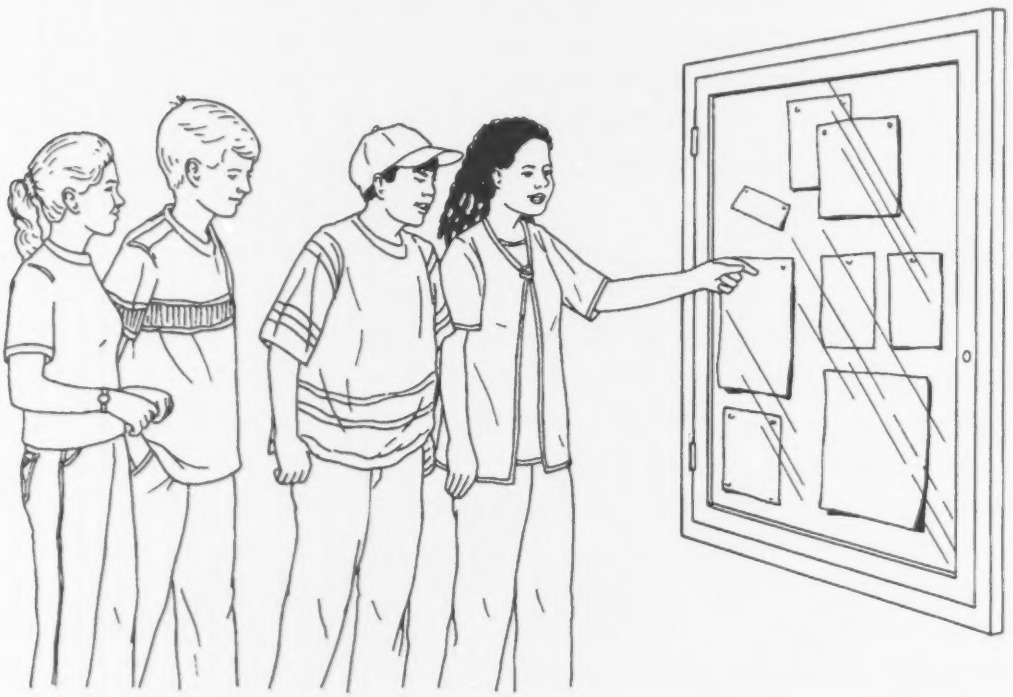
11. Your teacher has given you an assignment to write a narrative essay. Think about a time you did something even though it was hard for you to do. Write a story about that time. Be sure to narrate an event or series of events and include specific details in your response.

12. Your teacher has given you an assignment to write a narrative essay. Think about something that has happened during a day in your favorite (or least favorite) class. Tell a story about what happened. Be sure to narrate an event or series of events and include specific details in your response.

13. Look at the picture below. It may remind you of something that happened in your life. Write a narrative essay about what you think is happening. In your story you may want to include what has happened before, what is happening now, and what will happen next. Be sure to include specific details in your response.

14. Look at the picture below. It may remind you of something that happened in your life. Write a narrative essay about what you think is happening. In your story you may want to include what has happened before, what is happening now, and what will happen next. Be sure to include specific details in your response.

15. Look at the picture below. It may remind you of something that happened in your life. Write a narrative essay about what you think is happening. In your story you may want to include what has happened before, what is happening now, and what will happen next. Be sure to include specific details in your response.



Section V

Appendices

Standards for the English Language Arts
Sponsored by NCTE and IRA

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction.

Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

NCTE Position Statement on Reading
Adopted by the NCTE Executive Committee, February 1999

Reading is the complex act of constructing meaning from print. We read in order to better understand ourselves, others, and the world around us; we use the knowledge we gain from reading to change the world in which we live.
Becoming a reader is a gradual process that begins with our first interactions with print. As children, there is no fixed point at which we suddenly become readers. Instead, all of us bring our understanding of spoken language, our knowledge of the world, and our experiences in it to make sense of what we read. We grow in our ability to comprehend and interpret a wide range of reading materials by making appropriate choices from among the extensive repertoire of skills and strategies that develop over time. These strategies include predicting, comprehension monitoring, phonemic awareness, critical thinking, decoding, using context, and making connections to what we already know.
As readers, we talk to others about what we are reading. These interactions expand and strengthen our comprehension and interpretation. In these interactions, we learn to read critically, to question what we read, and to respond in a certain way.

We learn to ask:

- What is this text trying to do for me?
- Who benefits from this point of view?

These questions help us uncover underlying assumptions and motives that otherwise operate invisibly.

In order to make sure that all individuals have access to the personal pleasures and intellectual benefits of full literacy, NCTE believes that our society and our schools must provide students with:

- access to a wide range of texts that mirror the range of students' abilities and interests;
- ample time to read a wide range of materials, from the very simple to the very challenging;
- teachers who help them develop an extensive repertoire of skills and strategies;
- opportunities to learn how reading, writing, speaking, and listening support each other; and
- access to the literacy skills needed in a technologically advanced society.

Furthermore, NCTE believes that . . .

- all teachers need to develop an extensive knowledge of language development, a thorough knowledge of all the language arts-including reading and a repertoire of teaching strategies deep and broad enough to meet the needs of every student;
- all administrators need to secure funds and provide opportunities for professional development; and
- all educational stakeholders-educators, policymakers, and the general public-need to understand that they can best support beginning and advanced readers by participating actively in public conversation about the broad goals of literacy learning while acknowledging teachers as curricula decision makers.

Glossary **of Terms**

Assessment Strand: Competencies used for test construction purposes are combined for reporting purposes into assessment strands. The test items are written to the competencies, not to the assessment strands.

Blueprint: The blueprint indicates the number of items from each assessment strand that must appear on a test.

Commissioned passage: Commissioned passages are written expressly for the test and are used as the stimulus materials for Language Conventions or Reading Comprehension items.

Competency / Item match: There must be alignment between a given competency and an item that measures the competency. During item review each item must match the competency or the item will be moved to the appropriate competency.

Core items: This term refers to the body of scorable test items that count toward the student scores.

Criterion-Referenced Test (CRT): CRT's are constructed to assess a student's understanding of given competencies or objectives. The Mississippi subject area tests are criterion-referenced.

Distracters: The incorrect answers to a multiple-choice item are called distracters.

Enhanced multiple-choice items: This term refers to test items that ask the student to use graphic information or to use information provided about the world outside of the school setting.

Field-test items: Field-test items have never been on a test before. These items have no statistical data and are not counted for or against the student's score. Once these items have been tested and statistically evaluated, they may appear on new forms of the test, or they may be deleted. Field-test items are not identified on the test so that students will not know which items count and which do not.

Forms: Different test forms are used at each administration. All forms are constructed so they have the same number of items in each of the assessment strands. In addition, they have the same statistical qualities; that is, they have the same degree of difficulty.

Informative: An informative prompt is a stimulus designed to elicit an instructive or informational response from a student. A sample has been provided earlier in this Guide.

Item: This term refers to a single question or problem in a test.

Lead art: The graphic portion of the item that precedes the written portion of the problem is called "lead" art to distinguish it from the art that may be used as options.

Mechanics: The mechanics component of the Language Conventions portion of the test addresses correct spelling, punctuation, and capitalization.

Multiple-choice items: Multiple-choice items ask students to choose the correct or best answer from several given answers or options. MSATP items are both multiple-choice and open-ended.

Narrative: A narrative prompt is a stimulus designed to elicit a story or series of events from a student. Samples have been provided in an earlier section of this Guide.

Objective: This term refers to the knowledge, skill, process, or strategy that an item measures.

Options: This term refers to the possible responses in multiple-choice items, including the correct response and all distracters.

Prompt: The term "prompt" refers to a written or visual stimulus designed to elicit a written response by the student. Prompts for the MSATP are either narrative or informative.

Published passage: This term refers to the text that has previously been published and for which permission has been granted by the copyright holder to use, typically as the stimulus for Reading Comprehension items.

Sentence structure: The sentence structure component of the Language Conventions portion of the test addresses using complete sentences, transitions, combining sentences, using conjunctions, correct placement of modifiers, appropriate coordination and subordination, etc.

Standardized test: This term refers to a test that contains the same content administered in the same way for everyone taking the test.

Stem: The item stem actually states the problem. This can be posed as a question or as an incomplete statement.

Stimulus: The item stem, piece of art, or referent that prompts a response is called a stimulus.

Test construction: This term encompasses selecting the items that go into each form of a test and then arranging them in an appropriate sequence.

Usage: The usage component of the Language Conventions portion of the test addresses diction, word choice, and verb tense and mode.

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